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ing secondary education
a report of a conference.



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Association for Promoting Secondary
Education in Scotland.

THIRD ANNUAL REPORT
AND
REPORT OF A CONFERENCE

HELD ON 8th NOVEMBER 1878.

EDINBURGH.—MDCCCLXXIX.

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Education in Scotland.*

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REPORT OF A CONFERENCE

HELD ON 8TH NOVEMBER 1878.

EDINBURGH.—MDCCCLXXIX.

Printed

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ASSOCIATION FOR PROMOTING SECONDARY EDUCATION IN SCOTLAND.

THE ANNUAL MEETING of the ASSOCIATION FOR PROMOTING SECONDARY EDUCATION IN SCOTLAND was held on the 8th November 1878, in the saloon of the Royal Hotel. SIR EDWARD COLEBROOKE, M.P., presided; and there were also present—The Earl of Elgin, Principal Sir Alexander Grant, Sir James Gardiner Baird, Mr. Ramsay of Kildalton, M.P.; Professor Blackie, Professor Laurie (Hon. Secretary); Dr. Donaldson, Rector of the High School; ex-Bailie Miller, Mr. Donald Crawford, Advocate; and the following ladies :—Mrs. Nichol, Misses Flora and Louisa Stevenson, and Miss Guthrie Wright.

PROFESSOR LAURIE intimated that he had received letters of apology from Lord Balfour, Lord Reay, Sir J. Don Wauchope, Mr. A. Campbell Swinton, Dr. Anderson Kirkwood, Mr. Campbell-Bannerman, M.P., Mr. David Smith, W.S., Mr. D. Milne Home of Wedderburn, Professor Macpherson, and Professor Lorimer. The latter said in his letter :—"The Report is very satisfactory in most respects; but there is one clause of it that I have read with almost incredulity. I never was much of a believer in Queen's Scholars, but it is scarcely conceivable that twelve of them only out of three hundred should have passed the Latin Examination for admission to the three years' course of the University, which I suppose is the examination you mean, after five years' instruction in public schools." He might mention that the examination was much easier than that referred to by Professor Lorimer, and considerably less difficult than that required for passing to the three years' curriculum in the Universities.

The President, SIR E. COLEBROOKE, then delivered the following address :—

The Report which will shortly be laid before the Meeting will describe the steps taken by your Executive Committee in furtherance of the objects of the Association under the instructions given to them at our last Annual Meeting. Before it is read I will, with your permission, make a few remarks on the position of the Association which has led your Executive Committee to recommend a suspension of any active operations on our part.

The two Acts relating to the education of Scotland which have become law during the last session of Parliament deal with several important questions which have been ever present to the minds of its members since its formation. By the Endowed Institutions Act a Commission is appointed, composed of gentlemen whose names, I think, will command public confidence, to report on all applications to the Home Secretary from the Trustees of Endowed Schools and Hospitals, and other Endowed Institutions generally, with a view to their better government and administration. Under the Education Act, School Boards are no longer merely empowered to maintain the buildings of any of the Higher-class Schools which are under their management, but they are now required to do so from the school fund, in the same manner in which they are bound to maintain the buildings of any other school under their management; and, in addition, they are empowered to defray from the school fund other expenses for the promotion of efficient education in such schools as were not provided for under the former Act. Provision is made in the same Act for the effective examination, under the auspices of the Education Department, of Higher-class Schools, other than those which are under the management of School Boards, in itself an important provision; and lastly, the Commissioners under the Endowed Institutions Act are required to submit for the consideration of the Scotch Education Department the conditions according to which, in their opinion, the Parliamentary Grant for Public Education in Scotland may be most advantageously distributed for the

purpose of promoting Education in the higher branches of knowledge in Public and State-aided Schools, especially in those districts in which there are no Higher-class Public Schools.

These several provisions occupy so large a portion of the field embraced in the programme of this Association, that it became a matter of anxious consideration to myself, and to many of my friends with whom I have acted in these matters, whether we should not confine ourselves for the present to watching the operation of these enactments,—whether we should not lie on our oars, as it were, till we could form an opinion of their probable effect. I have my own opinions on this subject, and I will state them shortly; but let me, in the first place, make one or two remarks on the past action of the Association, which will not be regarded as out of place. It took its rise, as you know, at a private meeting, held in Edinburgh on the 26th January 1876, of a number of gentlemen earnestly impressed with the expediency of some public steps being taken to meet the acknowledged deficiencies in Secondary Education in Scotland, deficiencies that had been pointed out in the Reports of successive Royal Commissions, and in the writings or addresses of public men. Secondary Education, it has been often pointed out, has no special place in the educational economy of Scotland. Some seminaries have indeed arisen in different parts of the country, the result of private subscriptions or endowment, to meet these wants, but the public has long been accustomed to rely, to a great extent, on the Parochial (now the Public) Schools of the country, or on the Universities, which have been obliged to descend to a lower level of teaching than is usual with such institutions in other parts of the United Kingdom or on the Continent, and make provision as well for the Secondary as for the highest teaching of the country. The appeal which we made was responded to promptly, and our Association started at once into active life; and we issued a memorandum pointing out generally the existing deficiencies of the country, and the various means by which we considered they might be met.

Secondary Education is a many-sided question. It may be advanced by public or by private endowment, by higher fees on the part of the students, by the application of local

rates, or by Government grants. It may be promoted by our local Public Schools, or by special Seminaries, or by our Universities; by improvement of the position of the teachers, or by bursaries for the encouragement of deserving scholars. There are subsidiary questions that have excited much interest,—such as the expediency of having a curriculum for the course of instruction at the Higher Schools, instead of the random system which so often prevails, when the work of the school is parcelled out among different teachers, each acting independently of his neighbour. There are also questions connected with the kind of instruction to be conveyed, and the rival claims of literature and science.

But there is a previous question that stands in the way of all direct measures for the improvement of the existing system. Until the public know to what extent they may look for aid from the better application of the numerous Educational Endowments which were reported upon by the Royal Commission, some of which are doing very little good, others mischief, and occupying ground which would be otherwise better filled, private action is paralysed, and public action has been hitherto almost at a stand. Accordingly, the first step taken by the Executive Committee was to press on the Government the expediency of some early action on its part to deal with this important question, and this was followed up in the next year by deputations to the Lord Advocate and Home Secretary, resulting in the legislative Act which has recently become law.

It was our aim at our first General Meeting to invite a free expression of opinion on some of the questions embraced in our programme, and regarding which some difference of opinion might be expected. No less than ten motions were submitted to that meeting, and papers were read, dealing with questions bearing on the constitution of our Public Schools, or methods of teaching, especially addressed to those who are responsible for the management and conduct of such schools; and other resolutions were arrived at inviting the action of our Association on matters within the control of the Government of the country and of the Legislature. It was also proposed that our Association should invite subscriptions and

initiate bursaries for the promotion of Higher Education. This discussion was followed up by another in the following year, at the meeting of the Association for the Advancement of Social Science at Aberdeen, when the question was submitted in the broadest terms—"What are the best means of securing a high standard of Secondary Education?" In response to this, papers were read by Sir A. Grant, Professor Black, and Professor Laurie, and these were followed by an interesting discussion, in which several members of the Association took a part.

These discussions have, I think, been of great value, and have served to clear the way for action, and especially action on the part of this Association. Nearly all of the questions raised proceed on the assumption that Secondary Education of an efficient character cannot be wholly self-supporting. Much good work has been done in past time with scanty means, or with no means at all beyond the fees of the scholars. There has been a rough vigour in the system which has called forth commendation on the part of those who have conducted public inquiries, and who have contrasted it favourably with much that existed in England, oppressed as it formerly was by misdirected endowments; but its defects have been recognised and have been exposed by the inquiries of successive Commissions.

Now what is wanted is Endowment, and the question arises, Where is the money to come from? To this I reply, that our main reliance must be placed on private benefactions. Academies have arisen in different parts of Scotland to meet local wants, and we have more conspicuous instances of the success of such movements in England in the establishment of Proprietary Schools; but they are generally schools of a high class. We have also noble foundations, most of which are charitable, but not doing all the good we think they admit of. Action in the direction of Endowment must spring from the earnest wills of individuals, or from Associations in special localities, such as county Associations, and we can do little more than indicate the direction in which their benevolence may move.

It became very manifest, after the discussions which the question had undergone, that our course was clear. We felt obliged to limit ourselves, in the first instance, to promote legislative action with regard to the existing Endowments, and

at the same time press on some other questions where Parliamentary aid might be expected. Your Executive Committee were instructed at the Meeting in November 1876 to keep before the Government (1.) the necessity of dealing with the National Endowments; (2.) to represent to the Education Department the expediency of providing a curriculum for Teachers through the Universities; (3.) to urge the same Department to take more effectual means to maintain the standard of Education in public schools.

It was mooted at our first meeting, and also at subsequent meetings, whether we should press for the application of local rates for the support of higher class Schools, but there was an unwillingness on the part of some of our members, especially the late Sir William Stirling Maxwell, to raise a question that might prove distasteful to the ratepayers already pressed by their heavy contributions under the Education Act. It may be added, that our Bursary Scheme, on which we had founded some hopes, was so slightly responded to, that we were obliged to abandon the prospect of doing anything effective in this direction.

The Report of last year records the action taken by your Executive Committee on the limited programme set before them, and that action has been eminently successful. We have not gained all that we aimed at, or in the way that we desired; but a first and important step has been taken on the several matters to which I referred at the beginning of my address, which I believe will lead to much good, and prepare the way for more.

And now what are the probable results that are to be expected from these measures? In recommending that we should rest on our oars it was far from my thoughts that we should fold our arms. The success of the public measures will depend on public opinion, and that opinion may be advanced and stimulated by the action of individuals and by public bodies. It may be possible for us to lend some aid to the sound working of these measures, but we can hardly do that at present.

I will add a few remarks on their probable tendency. *First*, with regard to the operation of the Code. Provisions were introduced after the passing of the Education Act offering special inducements for the teaching of specific, that is, of higher subjects, such as ancient and modern Languages, Mathe-

matics, and Physical Science, and a lively controversy has arisen as to the operation of this part of the Code. Complaints have been made of the general operation of the Code as depressing the higher teaching; but so far as this is attributable to the stringency of the rules regarding the Elementary teaching, I have here no concern. It is, on the other hand, contended that University subjects, that is, the ancient Languages and Mathematics, which are more pointedly referred to when this decline is spoken of, have no longer the same value in the eyes of parents who send their children to these schools, and that, owing to the facilities of locomotion, many who formerly resorted to the Parochial School now go to some high-class school or to one of the Universities. There may be some truth in such statements, but there is reason to fear that the Code itself has tended still further to depress these branches, to the danger of their almost total extinction, as branches of instruction, at many of our public schools. The Board of Education has pronounced strongly on this point in successive Reports, which I can do no more than glance at. In their third Report, after quoting statistics, showing how large a proportion of the pupils take up lighter and more easily taught subjects, such as English Literature, Physical Geography, and Animal Physiology, they appeal strongly to the Committee of Council to arrange that the money worth of the various subjects be differentiated, so that larger grants might be awarded to those subjects that are thoroughly educational, and slow and difficult in the teaching, than to those which may be taught in a few weeks as a matter of memory; and they add, "unless this is done, we fear that under the Educational Code the ancient high character of the public schools in Scotland cannot possibly be maintained."

They return to the subject in the following year, and after some remarks on the new statistics, they conclude: "It becomes impossible not to recognise in them clear indications of a tendency, in the system of inducements held out by the Code, to depress the more difficult and solid subjects of learning, while augmenting the number of pupils who are returned as studying the comparatively light and easy subjects of English Literature and Physical Geography, as prescribed in the Fourth Schedule."

The whole subject is again reviewed at length in their last

Report, delivered this year, and they remark that putting aside "Domestic Economy," the study of which is compulsory with girls, "the other specific subjects which are voluntary and open to both boys and girls, and which are of a more generally Educational character, have been losing instead of gaining ground in the public schools of Scotland," and, further on, "the facts of the present Report show beyond a doubt that in public schools the three cardinal subjects, Latin, French, and Mathematics, are in danger of being superseded by English Literature, Physical Geography, and Animal Physiology."

These views are controverted by the Education Department in their last two Reports, but it does not appear to me that their statements fairly meet the particular complaints.

In their Report of last year they dwell, as they are entitled to do, on the rapid increase of the scholars who were presented to the Inspector under the new Articles, which had risen from 4407 in 1874, to 18,760 in 1876, and they had been still further increased to 26,151 in the following year, an increase which, they contend, is quite inconsistent with the complaints that had been made, that higher instruction was disappearing from the schools; and, in their Report of 1876-77, they say that the particular direction in which the offers of public grants in non-essential matters is taken advantage of is a matter for the decision, not of the Department, nor of the School Boards, but of the parents of the scholars, and they deprecate any interference with parental authority in such matters.

Now it is to be observed that the Code offers inducements to higher study in no less than fourteen subjects, and it is only in a limited number of these that any teacher can be really qualified to give efficient instruction; and the pupil must to a great extent be dependent on the teaching power or will of the master, and the latter will be, in nine cases out of ten, master of the situation.

If, again, the Government grant is so arranged that a pass may be obtained by one month's labour in one subject, and by three in another, the teacher will be disposed to select that which pays best, and the other be unduly favoured. This is the charge that is made against the working of the system, and it seems to me to call for the closest investigation. Nor do I

think the Education Department is more fortunate in its remarks in this year's Report. They do indeed claim an increase in the numbers examined in Latin, French, and Mathematics; while the statistics referred to by the Board of Education point to a decline, a discrepancy that calls for inquiry; and they refer triumphantly to the prize list of the University of Glasgow, which shows an unusual number of scholars, coming direct from Elementary Schools and carrying off high prizes, as a striking proof in their view of the growing efficiency of the present system. On the subject of the unequal effect of the present system in different classes of subjects, their remarks are so pointed that I give them in full:—

“We have felt it to be our duty, in consideration of these facts, to continue the wide range of choice which is given to parents and school managers in regard to such higher instruction as is contemplated by the Fourth Schedule of the Code. We have been urged to give an advantage by a larger pecuniary grant to certain subjects (more especially Latin, Greek, and Mathematics), the preparation of which is held to involve a greater amount of work, and the study of which has long been customary in Scotch schools. While we admit the value of these studies, and their permanent importance in times now past, we cannot think that, at the present day, with all the social and industrial changes that are in progress among us, it is right to encourage these subjects at the cost of others, which have hitherto been much neglected, and which, by many high authorities, are held to possess an educational value of their own, at least equal to that of what are called ‘University subjects.’ These last are of less lively interest in a school, and less likely to be of any real use in after life to the great mass of the children who leave our schools at an early age to join the ranks of labour. Even as regards the small percentage of our scholars who can remain at school till they go to College, we notice that, in the Report recently issued by the University Commission, the defective state of scientific education in the Scotch schools is given as a reason for deferring the establishment of an examination in these subjects as a preliminary to admission to a University. When, but not until, the instruction in other subjects than ancient Languages and Mathematics,

which is called for by this Report in the interest of the higher education of the country, has become more general and advanced, it may be advisable to increase the requirements of the Code so as to place the standard as well as the payment for every subject on an equal footing."

It is to the concluding lines of this paragraph that I invite especial attention. The complaints of the Board of Education were that University subjects were over-weighted and in danger of being superseded. They did not propose, as here stated, "to encourage these subjects at the cost of others," but, in the words of this Report, "to place the standard as well as the payment for every subject on an equal footing,"—a very reasonable demand, and substantially the same as was contained in the memorial which this Association addressed to the Scotch Education Department. It is now openly avowed that this equality is not to have place *until* instruction in the other subjects than the ancient languages and mathematics has become more advanced; or, in other words, that these *other subjects* are to be forced on by lower tests and standards to the danger of the supersession of the rival branches.

It becomes, therefore, of the highest importance to ascertain the real value of the instruction which is thus unduly favoured, and we are not without the means of forming a judgment of the tendency of the system. The reports of the inspectors take special note of the instruction in special subjects, and notably during the last two years, though on such a question, embracing, as it does, the rival claims of literature and science, some difference of opinion was to be expected.

It would swell this address to an undue length were I to give those opinions in full. They are to be found scattered through no less than twelve different reports, covering nearly the whole of Scotland. Those of last year were, with one exception, so unfavourable, that it would be difficult for any one to rise from the perusal of the remarks on the tendency of the present scale of payments without some misgivings that the grants have in many cases resulted in an utter waste of public money. We seem to be drifting into a system under which mere cram is to take the place of mental training and solid acquirements. It was with much interest that I awaited the

appearance of this year's reports. The Appendix to the Report of the Department did not however appear till the close of the session, and after the discussion on the Education Estimates. I am bound to remark that they are on the whole more favourable to the working of the system than those of last year. They are, however, very far from reassuring me as to the tendency of the system. It would seem that "the modern side" is unduly favoured, that the ease of the tests for passing in Physical Science, as compared with Languages and Mathematics, seems to be admitted by the Department itself, while the reports fortify the conclusion to which I had arrived after reading those of last year, that the results of the teaching of the former class of subjects are in many cases very unsatisfactory.¹

It is in no cavilling spirit that I make this remark, and I must disclaim any desire to exalt one branch of teaching over another. I rejoice that Physical Science occupies a higher position in our national system than formerly. There are minds that are more interested in questions connected with the laws of matter and the system of the universe than in the history of mankind and the destiny of man. I have no expectation that the former class of subjects will ever supersede, in the minds of the young, those that refer to human hopes and affections, or give play to the imagination; but they have their value, and should have their place. As instruments of mental training I cannot admit that the inductive and experimental sciences can be used with the same effect as languages or mathematics. If the aim of the teacher be merely to convey such elementary information as shall interest and attract the young mind and lead to future study, this will be quite within the scope of school life. Anything beyond this must be the work of higher seminaries for older persons. In truth, we are brought up in this matter by the difficulty of training the teacher himself. I hold that anything deserving the name of science can only be taught by those who have mastered it. It requires power of illustration, readiness in the use of apparatus on the part of the teacher, which can only come from long practice. If the teacher does not arrive at this, his instruction frequently goes little beyond

¹ See Note A, p. 35.

the exercise of memory on a hard nomenclature, producing superficial results, which have no real money value, though they may bring something to the pockets of the teacher. I will not affirm that such is the tendency of the present system, but the subject calls for a full investigation, and it will form one of the first duties of the Commission appointed under the recent Acts to come to some decision on the issues raised in the preceding controversy. This they can hardly effect without inviting the opinions as well of those engaged in the work of tuition as of those who have acquired experience in the work of inspection under the Government.

I turn now to consider the probable effect on Secondary Education of the next of the recent measures to which I have referred, viz., the power now conferred upon School Boards of rating for the support of higher class schools. If our expectations are realised, this resource will be far more effective than any form of Government aid, as it will be applied under the direct control of those most interested in the efficient application of the funds, and responsible for it.

The unwillingness on the part of many of our public men in former years to look to local rates for the support of our higher schools was not, I think, so much owing to a sense of the injustice of such a measure, as to an apprehension lest it might endanger the success of the measures for promoting elementary education, if it were mixed up with that of Secondary Schools. These difficulties vanished, however, the moment the question was seriously raised in Parliament, and the clause empowering School Boards to apply a portion of their funds to such objects was passed with almost the general assent of the House. Perhaps the question was ripe for solution, and that which was impracticable in 1872 was advanced by the discussions that have since taken place. However this may be, an anomaly has been removed which was a blot on the system. The national system of Scotland has never been confined to elementary teaching. We have long prided ourselves on the fact that the parochial schools were ladders by which the humble born might lay the foundation of learning which might be matured at the Universities, and so they might raise themselves in life. The Code, under recent legislation, was framed with a view to maintain and

improve the traditional standard of our schools, and there is no limit under the Act to the amount at which a School Board may rate its constituents for this purpose, provided only that the school is of the first or elementary grade. If, however, the school were raised by the action of the Board above its former level, and erected, according to the provisions of the Education Act, into a higher-class school, it is on the condition of forfeiting the advantages it formerly enjoyed. I have felt strongly that this was an anomaly that ought to be removed, and I expressed myself to that effect at our first meeting, and pleaded that some legislation in this direction was due to a class of the population who have a hard struggle to maintain their families, and pay for something more than a mere elementary education, and have a claim to receive a fair share of the funds raised by taxation.

We need be under no apprehension that the powers conferred on School Boards under the recent Act will be abused. It is only under the strong pressure of public opinion in each locality that this will be acted upon at all. School Boards will have to consider the claims of their constituents in the first instance, and they will hesitate to pay from funds raised from a small town the expense of a school whose benefit extends over a county. If the country were thrown into large unions for educational administration, as for many reasons I think it ought to be, this resource would be more available than I expect will prove the case. It is to our large towns that we should look in the first instance to set the example, and I do not doubt that it will be followed up in other localities when they see the benefit their neighbours derive from the higher efficiency of the schools under an improved curriculum, combined, as we may hope it will be, with moderate fees.

I need say nothing here of the wants of the Higher Schools. The scantiness of the endowment in our Secondary Schools generally has been pointed out in the Reports of successive Commissions, and more particularly in the chapter of the Endowed Schools Commission devoted to this particular subject. The present financial state of the Higher-class Public Schools, which are under the management of School Boards, appears from the Reports of the Board of Education. Their last Report

gives details relating to their schools, seventeen in number, of which the following is the summary :—

Fees collected during 1877. . . .	£21,960	7	5
Common good of Burgh,	2,555	13	4
General Endowments,	853	3	0
Endowments specially destined. . . .	1,181	10	6
School fund of Burgh,	2,709	1	10
Other sources,	628	4	2
	<hr/>		
	£30,688	0	3

The fifth item covers the expenses incident to annual examinations and repairs and improvement of buildings, and of this no less a sum than £1895, 19s. 6d. was borne by one School Board for the benefit of the Paisley Grammar School. With this evidence before us of the liberality with which a School Board acts under an imperfect law, may we not hope to see the new power placed in their hands exercised in a liberal and judicious spirit?

I come lastly to the third and by far the most important of the recent measures bearing on the Secondary Education of the country, the Act relating to Endowed Schools and Hospitals, and to other Endowed Institutions. The scope of the Act is a wide one, and it embraces charitable endowments of all kinds, and we may hope that in the reform of our charities, Educational wants of the country will receive attention. The Education Endowments of the country are also generally charitable, intended for the benefit of those who are depressed by fortune and circumstances, and struggling to rise; but, as a rule, doing very little good in proportion to the funds at the disposal of the Trustees, and in many cases occupying ground that would otherwise be better filled, and thus doing a positive injury, as is always the case with misdirected charity.

This Act is not, like that relating to the Endowed Schools of England, framed with the express purpose of carrying out the recommendation of a former Commission. It passes by without notice the recommendations of the Commission which reported on the Endowments of Scotland, and is purely permissive. The preamble sets forth the expediency of making provision that the governing bodies of such institutions should

be enabled to apply for and obtain from Parliament authority to make changes in their government, and in the application of the Endowments; and the Act is substantially the renewal of that of 1869. We are to all appearance landed at the same place which this question occupied when the previous Act expired.

But there is this advantage in our present position. The Secretary of State, to whom application may be made under the former Act, could direct an inquiry by the Sheriff of the county in which the particular institution was placed, either by himself or in conjunction with some other person,—a very ineffective provision, and which remained almost a dead letter. Under the present Act a Commission is appointed for the whole of Scotland, and its members include some who had taken a part in former Educational inquiries, or are familiar with the existing wants of the country. They will have before them the array of facts collected by the Commission of 1872 relating to existing endowments, their present position, and the work they are doing, good or bad; and in considering any scheme that may be submitted to them, they will examine it with relation to the wants of the locality in which it is placed, and of Scotland generally; and it is hoped that they will form their recommendation on some comprehensive plan. Again, although they have no power to initiate any proposal, they know that the managers of these institutions have received distinct warning, by Members of the present Government, in both Houses of Parliament, that if they fail to take advantage of the opportunity now offered to them, more stringent measures must be resorted to, on the expiry of the present Act. Thus we may assume that the new Commission will give no encouragement to partial or ineffective plans.

The question is now ripe for action; a desire to obtain Parliamentary powers of reform has been expressed by the Trustees of some of the most important of our Endowments. In the Report of your Committee last year, this is very particularly dwelt upon, and I see no reason to question the soundness of the opinion then expressed, that no less than four-fifths in value of those not reformed would welcome such a measure.

There is a drawback to all this. The proposals of the

existing Trustees may fall very much behind the requirements of the country in regard to the proper application of the revenues, and we can hardly expect, except in very rare instances, any proposal for that most important of reforms, an improved constitution of the managing body itself. For reform in this, or indeed in any direction, our reliance must be on the expression of opinion on the part of the public generally, and of those who guide public opinion in such matters. I had every reason to be satisfied with the expression of satisfaction that followed the appearance of the Report of the Commission; but as nearly four years have since passed, it may not be out of place at this particular conjuncture to recall to recollection the amount of funds that are now open to revision.

The annual value of the Endowments reported upon by the late Commission amounted to no less a sum than £174,532

They may be classified as follows:—

Hospital Endowments, that is, institutions in which boys and girls are fed and clothed, as well as educated, from the age of seven to fifteen,	79,245
Endowments in connection with schools in which elementary instruction is chiefly given,	42,929
Endowments mainly in connection with Burgh and Grammar Schools in which higher instruction is chiefly given,	16,550
General Endowments not appropriated to any particular school,	17,118
Mixed endowments, partly charitable, of which that devoted to Education is estimated at	18,614
Besides the above, there are University Endowments, which were not reported upon by the University Commission, and therefore came under the reference of the new Commission, amounting to ¹	22,020

Now, according to the last Report of the Charity Commissioners for England and Wales the aggregate income of the foundations that are now regulated by schemes under the Endowed Schools Acts amounts to £209,222, while further schemes have been submitted to the Education Department, which, if they become law, will add £32,665 a year to the above

¹ See Note B, p. 39.

total. A portion of this income is derived from non-educational sources, and not less than £10,500 a year, heretofore distributed in doles, in money and kind, or applicable to other purposes more or less obsolete, has been appropriated, with the consent and often at the suggestion of the Trustees, to Educational purposes. With this example before us it would be a reproach to Scotland if it were to lag behind in this good cause.

It will be the duty of your Executive Committee to watch carefully the action of Trustees in this matter, and especially take note of the character of the schemes that are presented to Parliament. If we find there is any backwardness on the part of Trustees generally, we shall have some work before us. I trust this may not prove the case.

I have thought it my duty to make these remarks on the present position of the question which this Association has taken in hand, as it differs so much from that which it occupied in former years; and I must now give place to the proper business of this meeting, the first step of which will be to receive the Report of the Committee.

The Honorary Secretary, Professor S. S. LAURIE, then read the Annual Report, which was as follows:—

Immediately after the last General Meeting in November 1877, your Executive Committee met and resolved, in terms of the general instructions they had received, to wait on the Lord Advocate, with a view to urge on him the necessity of legislation on Educational Endowments in Scotland. A large representation of the Association accordingly waited on his Lordship. Lord Elgin, as one of the Vice-Presidents, stated the case of the Association. The interview was of a wholly satisfactory character.

In terms of a resolution of the General Meeting, a letter was afterwards addressed to the Secretaries of County Associations in Edinburgh and Glasgow, directing their attention to the importance of fostering High Schools in the County towns.

powers are given to School Boards (subject to the approval of the Scotch Education Department) to levy a rate not only for High School Buildings, but also for "more efficient instruction." It will be interesting to note to what extent this power is taken advantage of by School Boards in Burghs and populous districts.¹

Higher Subjects in Public Schools.—With regard to the higher instruction in Public Schools, your Committee are still of opinion that a higher payment should be made by the Education Department to School Boards for "passes" in the more laborious among the special subjects. Unless this be conceded, it is not correct to say that the subjects that fit boys for Universities are put on the same footing as subjects more easily taught and acquired. They are, in point of fact, discouraged. Your Committee have seen no reason to alter the opinion laid before the Duke of Richmond and Gordon in April 1877, which was as follows:—"The remuneration offered in the Code for the different classes of subjects is not arranged on a scale to encourage scholars to qualify themselves for the various professional studies in the Universities. The special subjects included in the Code require different amounts of preparation, and a tendency exists, both among the teachers and the scholars, to select those subjects which require the smallest preparatory labour. Undue preference is given to

¹ The 18th clause of the Act runs as follows:—

"A School Board having the management of any school, which is a higher-class Public School within the meaning of the principal Act, shall maintain the buildings thereof out of the School Fund in the same manner in which it is bound to maintain the buildings of any other school under its management, and shall be empowered to pay from the School Fund such other expenses for the promotion of efficient education in the said school as are not provided for by the revenues stated in section sixty-two of the principal Act: Provided that no expenditure under this section shall be incurred without the consent of the Scotch Education Department; and provided that nothing contained in this section shall in any way affect the powers of borrowing from the Public Works Loan Commissioners conferred on School Boards by the principal Act."

the House of Commons on the 22d of May, and gave a reply in terms similar to those used by the Duke of Richmond.

The Act, as finally passed, is simply permissive in its character, giving powers to Trustees to effect reforms by Provisional Orders approved of by the Home Secretary. It came into operation on the 1st October. A Commission has been appointed to advise the Home Secretary on the Provisional Orders proposed by Trustees.

Your Committee, while regretting that the Endowed Schools Act does not give greater authority to the Commission, are yet satisfied that a large number of the Trustees of the principal Endowments in Scotland will take advantage of the powers now conferred on them, to the great advantage of the Institutions they administer and of the country at large.

High Schools.—Very few High Schools have yet been added to the number of those existing when the Education (Scotland) Act of 1872 was passed. The total number at the present moment is only seventeen. These are Aberdeen, Arbroath, Ayr, Dunfermline, Dumfries, Edinburgh, Elgin, Glasgow, Haddington, Hamilton, Irvine, Leith, Montrose, Paisley, Peebles, Perth, Stirling. Several of them, however, are very far from being organised and equipped in such a way as to justify the title of High School. The number of such schools must be largely increased before the wants of Scotland are met; and your Committee say this in full knowledge of the fact that the number of the statutory High Schools gives no adequate measure of the provision for secondary instruction at present existing in Scotland. Your Committee are glad to learn that many Boards have been desirous to raise the upper department of their Burgh School to the level of a High School, under the 63d clause of the Education (Scotland) Act, 1872, and have been deterred only by want of means. It is therefore with much satisfaction that your Committee have read the 18th clause of the Education (Scotland) Act of this year, in which

be of the nature of a School's "Leaving-examination," and would thus constitute the standard up to which the High Schools of the country might be expected to carry their pupils. Your Committee are of opinion that the adoption of a "First Examination" of the kind suggested would act as a powerful stimulus to the formation of High Schools, and to the organisation of the instruction given in them.

The Training of Schoolmasters.—The training of Schoolmasters in connection with the Universities is now to some extent recognised, although it is a matter of deep regret that the number of Queen's Scholars found competent to take a University course is so small. Out of upwards of 300 candidates, only twelve passed in Latin at the last examination. All the candidates were above eighteen years of age, and all, with few exceptions, had received five years' instruction as Pupil-teachers in Public Schools!

By the passing of the Endowed Institutions Act, and the 18th clause of the Education Act, two of the objects of the Association have been taken up by the Legislature. Your Committee are accordingly of opinion that, while continuing to keep a watchful eye on the working of these Acts, they may suspend calling for further subscriptions until they see to what extent the new powers are taken advantage of throughout Scotland. Their duty will be mainly one of vigilance. They would, however, propose to issue a circular to School Boards in populous places, directing their attention to the powers given under the 18th clause of the Education Act of the current year.

An audited Statement of Accounts will be issued as usual along with a Report of the General Meeting.

E. COLEBROOKE, *Pres.*

S. S. LAURIE, *Hon. Sec.*

EDINBURGH, 1st November 1878.

THE EARL OF ELGIN moved the adoption of the Report. He said that he had had occasion, in making the motion at former meetings, to apologise for the very little work that they could show had been done to carry out the objects of the Association. On this occasion, however, they were able to point to two objects which had been taken up by the Government, and carried to a certain extent to their completion; but he must say that he very fully agreed with the opinion expressed in the concluding paragraph of the Report, that though these objects had been taken up, their work was not by any means come to an end. He thought that the Association would have been founded to very little purpose if they were to rest with a bill of the permissive character that had been promised, and a vague promise given by Ministers, who might not afterwards be in office, that some compulsory Bill would in future be brought forward if this Act failed. Therefore, he felt strongly himself that the Association would do well to continue in existence; and as the Secretary was able to report that the funds in his possession would not necessitate the calling for subscriptions at present, it appeared to him that their position was one of very great convenience for carrying out the object they had in view. He should like to say, with regard to the action of the Executive Committee, that it was mentioned in the Report that they met as soon as the Bill passed the House of Commons. It might be well to state that that was the first occasion on which the Committee could have met, because the Bill was introduced into the House of Lords very unexpectedly, and passed with very great rapidity; so much so, that although a debate was raised on the second reading, and they had hoped that the compulsory powers would be introduced into the Bill, it was almost the last day of its being in the House that they found that their hopes were disappointed. There was another paragraph in the Report which he thought they might keep an eye upon, and that was the one with regard to the Universities Commission Report. It appeared to him that very great good would be done to the system of Secondary Schools if something of that recommendation were carried into effect. What was wanted in the Secondary Schools was some sort of connection between them and the Universities, so that the

students might be led in the Secondary Schools to look to the University as a place in which to continue their education. It appeared to him that the Executive Committee might keep an eye on what would take place in the Universities in regard to that Report, and perhaps they might be able to exercise some influence on the subject. He had much pleasure in moving the adoption of the Report.

Principal Sir ALEXANDER GRANT seconded the motion. He said he must congratulate the Association on the facts that the Report contained, and on the general aspect of Secondary Instruction in Scotland. It was now ten years since he first began to take a great interest in the question of Secondary Instruction in Scotland; and when he looked back on that time, what a great and steady progress had been made towards the improvement of the Secondary Education of our country! In the first place, there was Lord Moncreiff's Permissive Act of 1869, which allowed the endowed institutions of Scotland to reform themselves. That was taken advantage of by the Merchant Company of Edinburgh, which set a brilliant example to the other Corporations, and showed what could be done in one form for giving utility to these funds. He said in one form; because it did not in the least follow that the other institutions were to follow in the lines of the Merchant Company. There were many ways in which these funds could be utilised for higher instruction besides those methods adopted, and so usefully employed, by the Merchant Company. That was a great example, and the first step they had to record in the last ten years for the improvement of Secondary Education in Scotland. Well, not long afterwards, there followed simultaneously the Royal Commission to inquire into the state of the Hospitals of Scotland, and Lord Young's Education Act. They could not be too grateful to the Royal Commission for the laborious way in which they collected all the facts necessary for a knowledge of the subject, and for the wise and judicious suggestions which they made for dealing with those institutions. The Report could not, he thought, be said to have slumbered in the ear of the country, though it was only this year that they had the action of the Legislature taken upon

it, and that only an instalment of action. Then there was Lord Young's Education Act, which did two things for the Higher Instruction of the country. In the first place, it separated and defined the Higher-class Schools of Scotland. Those schools were not as yet very numerous; and, as Sir Edward Colebrooke had pointed out in his address, they were ill provided with funds. Yet the late Board of Education, in its last Report, was able to point out that of those schools, many were in an extremely promising condition, and that the managers of them had become fully awakened to a sense of their high duties. Then by Dr. Playfair's wise motion, which was carried by the House of Commons and passed by the Legislature last session, local rates were now made applicable to these schools. The Report pointed out that as a most hopeful feature in regard to the Secondary Education of the country. There was another point in which Lord Young's Act opened a new future for Secondary Instruction, not in Secondary Schools, but in the Primary Schools of the country, by giving powers to the late Board of Education to suggest terms for the Code of Scotland. The result of that was the collection, by the late Board, of the opinions of the best educationists of the country, and then recommendations were made to the Education Department; and a conference with them resulted in a Code which he thought they might say was better than any Code that had ever been issued for the Educational Institutions previously. But it was to be kept in mind that this Code was still on its trial, and must be regarded as a mere draft of the crudest kind of a method of dealing with a very difficult subject; and the Code was referred to the Commission which had been appointed to receive and report on the schemes of endowed bodies wishing to reform themselves. That Commission was to advise the Government also as to the working of the Code in respect to the higher subjects of learning. He thought that they might have great confidence in the recommendations of the Commission on the subject, because it contained men most eminent and highly qualified to frame an opinion on educational matters, and to deal in an original and thorough manner on the very difficult question of Higher Education in the Primary Schools of Scotland. With regard to that, he might say that the Education Department

had by its old traditions no knowledge of the Higher Education. It was confined in its formal duties to the strictest elements; and the great founder of the system of payment by results—Mr. Lowe—always treated education as an object of outdoor relief, which ought to be confined to the meanest and plainest fare, and his ideas had clung to the Department of the Privy Council, and had influenced it ever since. But all of a sudden, by these terms introduced into Lord Young's Act and other things, the Education Department were called upon to deal with the question of Higher Instruction. They were unprepared for it. The Education Department required to be educated itself in regard to this question. He thought that the late Board of Education did something to educate the Education Department not only in suggestions for the Code, but also as to the training of schoolmasters, which had been previously laid out in the most mechanical manner—so much so, that, in the opinion of some people, to have been a pupil-teacher was sufficient to stunt a person's mind for life. The Board made suggestions, and some of them were adopted. There was this question of dealing with the Higher Education and specific subjects in the Public Schools of Scotland. At present the specific subjects were not really placed on a level. The same rate was given for passes in all the subjects, and the same grant was given for a three weeks' study as for a three months' study, and some subjects were greatly favoured to the disadvantage of others. He was not there to say which subjects were most desirable. In regard to Elementary Science, they all felt that with regard to young children between seven and thirteen, nothing would be better than that a teacher with a real knowledge of the subject should teach these children the facts of Botany and Mineralogy and carry them on. Nothing could be better. So with regard to many Sciences. On the other hand, it was a very different thing to give children a mere smattering of Science learned by rote out of a book. As compared with that, even with regard to the future cultivation of science itself, one would say that Mathematics, that is, the Elements of Geometry and Algebra, would be far better than hours spent on such popular science. Then the upholders of the present Code, who seemed to think that the present state of things was perfec-

tion, said,—“Oh, yes; but these are schools for persons who are to be agricultural labourers; and do you mean that we are to give them a knowledge of Latin and French? Far better to teach them a little science.” Well, the real question was not to provide what the masses who were to be agricultural labourers were to get, but it was whether the Public Schools could not do what the old Parish Schools could do—pick out three or four remarkable and extraordinary pupils in each school, and bring them on by a course of learning to really rise out of the rank of being agricultural labourers at all, and be able to devote their lives to intellectual pursuits. That was what the Parish Schools of Scotland did, and what a perfect Code should do now. It was not for him to enter into details of how that should be done. That was a problem which could only be worked out gradually and by experience. The Board of Education, during the last years of its existence, framed a system of statistics. They had received returns from the schools of Scotland with regard to the specific subjects; and he ventured to say that if the scheme of statistics were continued for a few years to come, they would be able to know a great deal more about the working of the Code than at present. They would be able to see whether the present Code was depressing one subject or elevating another, or what it was doing; and they would also be able to form an idea of the worth of the different subjects which were encouraged. He looked with the greatest satisfaction to the Commission now in existence carrying on this subject in future years; and he thought that if they did so it would be to the great advantage of the country, although it was no doubt a difficult task. In the Report before them they might have wished that some more rapid and decisive steps had been taken; that the Act for the reform of the Endowed Institutions should have given compulsory power, and that the Universities Commission should have arrived at a recommendation for an entrance examination to the Universities. Some might have wished that, and some not, but what they had got was a great instalment. He hoped they would see the Universities carrying out the recommendations of the Commission constituting the first examination in Arts, which, as the Report said, would be in reality a leaving examination for

schools. He felt personally the greatest satisfaction in thinking of the progress which had been made towards the improvement of the Secondary Education of this country; but much still depended on the awakening and direction of public opinion. He trusted that the Association might not only continue to exist, but might meet annually in order to consider what had been done in regard to the question.

The motion was unanimously adopted.

Professor BLACKIE moved—"That the Executive Committee be instructed to communicate with the School Boards, and direct their attention to the powers conferred by the 18th section of the Education Act, 1878." He said that that clause bore to be that the School Boards should be allowed to levy a rate not only for High School buildings, but also for more efficient instruction. In order to carry out what was proposed, they must awaken the educational conscience of the country. Here we had a splendid educational scheme marked out by John Knox, and stated in the Confession of Faith and the Books of Discipline, but they were never looked at. The country had been lying in a state of perfect torpor and comatoseness or comatosity, and yet they were boasting at ordination dinners and elsewhere that they were the best educated people in the world, whereas they were the worst. They had been starving the schoolmasters and driving the Universities to teach what it was perfectly disgraceful for Professors to do. What they required to do was to awaken the consciences of the people. They had really been putting into practice the verse of the apostle Paul—"They, measuring themselves by themselves and comparing themselves with themselves, were not wise."

Mr. DONALD CRAWFORD, Advocate, seconded the motion. He said he did not think that there was the slightest cause for apprehension that the power proposed to be given to the School Boards would ever be abused, and he thought that they might be fully more trusted than the Town-Councils in regard to that matter. It was true that the power ought to be exercised with much caution, but there was no doubt that in large centres like

Glasgow an almost infinitesimal addition to the rate would give a handsome amount to the school funds.

Dr. DONALDSON moved an addition to the motion, to the effect that the Committee should also wait on the Managers of Secondary Schools to recommend them to make their schools Higher-class Schools. Lord Young's Act was decidedly disadvantageous to these schools, and some of them wished to be excluded from the Act. But now there had been a change, and he thought that such schools as those of Dundee, Inverness, and other places, would be better to be Higher-class Schools under the Act of 1878 than remain by themselves. He thought that the managers of the schools would see the advantages of the new arrangements, as they had before seen the disadvantages. He thought that one thing that was required throughout the whole of the Secondary Schools in Scotland was something like a standard up to which to work; and he believed that they would be willing to bring themselves up to the mark.

The motion, as amended, was then agreed to.

Sir JAMES G. BAIRD moved the election of the Executive Committee for the ensuing year. (See page 2.) He said he was glad that it was proposed that there should be Secondary Schools instituted—intermediate between the Board Schools and the University. He did not think that a Board School was well adapted for University teaching. He would do all he could to assist in promoting the establishment of these Higher Schools, but he did not altogether like the idea that they should be supported by the same means as the Board Schools. If an assessment were put on for the purpose, he thought there should be exemptions, as there were, for example, from paying the property-tax. If they were to be kept up by assessment to be paid by all who paid poor-rates, he believed it would meet with great opposition. They knew that, as members of School Boards, their election depended on the voice of the public, and that they were elected almost entirely by the poorer people, others not interesting themselves very much in the elections. The result would be that if they were to

spend money too liberally on these Higher Schools they would be turned out, and others would be put in, and the schools would not do the good work which he hoped in other circumstances they would do. He felt that the subject was involved in a great deal of difficulty, and he thought they should consider as to the best means of supporting these Higher Schools.

Ex-Bailie MILLER seconded the motion, which was adopted.

On the motion of Mr. RAMSAY, M.P., a vote of thanks was given to the Chairman, and the proceedings terminated.

NOTE A TO THE PRESIDENT'S ADDRESS.

THE following brief summary of the opinions expressed in the Reports of H. M. Inspectors will indicate their general spirit :—

Taking, in the first place, the Reports of last year, Mr. Muir in his report for North Forfar, Kincardine, and Shetland, describes at some length the feeble results in different branches, in some cases very disappointing, even to a positive waste of time. Mr. Ogilvie, who reports on Dumbarton, Stirling, and Clackmannan, complains of the levity with which subjects are taken up in one year and discarded for something else in the next, and he says this evil is common to all the specific subjects ; and he makes two recommendations, which are substantially those of the Board of Education,—to raise the payment for successive presentations, and to graduate payments in different kinds of subjects. Unless this is done, he fears “ that Mathematics and Languages, which are admittedly the hardest to master, will by and by come to have little more than a nominal existence in our schools.”

Mr. Smith, in his report on Lanarkshire, expresses himself strongly as to the importance of Languages, Mathematics, and English Literature, as instruments of mental training and culture. The other branches of specific instruction, he adds, have in no respect proved a success ; and he adds further on : “ Whatever labour has been spent on this subject (Physical Geography) in South Lanarkshire has produced *no results*. Similar remarks apply to the other Physical Science subjects.”

Mr. Stewart's report on Banff, Aberdeen, and Orkney is the more interesting, because he is reporting on counties which have long had the benefit of higher instruction, under the operation of the Dick Bequest, than in other parts of Scotland ; and there is not the disproportion between the numbers of

students on the lists and those presented for examination which has been observed elsewhere; but he too is alarmed at the downward tendency of the system, and he gives some statistics to show how much more may be earned by a teacher in a short time, in one class of subjects, than in a longer time with another. He too recommends a different arrangement of payments, without which, in his opinion, the extermination of Latin is only a question of time.

Dr. Wilson, who reports on the Lothians, writes in the same spirit. He complains that paying subjects receive a preference, that is, as explained by him, "a subject that can be easily got up by a large class in a few weeks, as against one that can hardly be got up by a small class within the school year." He further considers (I must quote his own words), "the enlightened views of the framers of the Code have been practically frustrated, and Secondary Instruction, properly so called, all but eliminated from the curriculum of the public school. The result is far from satisfactory, and naturally leads to the conclusion that some adjustment of the scale of payment is necessary."

The only exception to this general expression of distrust in the working of the Code, as contained in the reports of last year, is in the case of Mr. Scougal, who reports on four Southern Counties. He pleads for indulgence. The instruction, he says, is still in its infancy, and he is hopeful that it may show more accurate results in future. He is no believer in the traditional higher subjects in our parochial schools; he holds that the charges raised against the Code are unjust; that it has done good, and will do more.

Turning now to the reports that appear in the Appendix to the Report of the Education Department of the present year: the series now before us deals with new districts, and they are, with one exception, from different pens than those of last year. Taking them in the order in which they appear in the volume: Mr. Barrie says that some good work has been done; but he adds that, considering the demands that are made on teachers by the ordinary elementary work of a school, there are few, however zealous and energetic, that can, without danger to real educational efficiency, attempt specific subjects, unless the school

staff be beyond the minimum requirements of the schools,—a point which he refers to the consideration of the Local Boards. His remarks on the progress made in the different subjects are not favourable, but he contends that the benefit derived from the study of English Literature and Physical Geography is far greater than in the Languages, and he has greater hope of the progress of Latin in Secondary than in Elementary Schools.

Mr. Hall, who reports on the county of Ayr, says that specific subjects are taught with greater success than formerly; but he evidently considers that the obstacle to their progress lies in the unsatisfactory state of the higher standards in several respects. He considers that the chief aim of our teachers must be the improvement of the elementary subjects to a point considerably above anything that has been reached in the aggregate. "I would therefore," he adds, "deprecate any alteration in the Code, bearing on the specific subjects;" and there can be no dispute as to the soundness of this advice as applied to schools or districts, when the elementary teaching is imperfect.

Mr. Jolly, reporting on Inverness, Nairn, and Elgin, says the number presented in these subjects is increasing, and compares favourably with the rest of Scotland, but his remarks on the quality of the teaching in those branches are very scanty.

Mr. Kerr, on the other hand, expresses a very strong opinion on the expediency of offering more encouragement to "University" subjects; and I quote his suggestion in full, because he claims to speak the sentiments of others besides his own: "I venture to repeat a suggestion made in my former report, as to which there is a very general agreement among my colleagues, that because of the difficulty, educative power, and the comparatively small numbers who take Languages and Mathematics, a higher grant should be paid for them than for the others, in several of which a 'passing' knowledge may be and very often is obtained in the course of the reading lesson."

Dr. Middleton's remarks on the progress of the specific subjects are also scanty. He considers that, apart from the relative difficulty of different subjects, there will always be a natural leaning to the "modern side." Latin and Greek had never been much cultivated in the elementary schools in his district, nor does he think that they ever will be so. But his remarks

apply to the most densely peopled districts in Scotland, the lower ward of Lanarkshire and some neighbouring parishes, where there is ready access to Secondary Schools.

Mr. Walker, who reports on the schools in Perth, after taking notice of the preference given to English Literature, Physical Geography, and Animal Physiology above Latin, adds, that this seems to prove that the parents prefer the first-named subjects to Latin. He urges further, that Latin is no longer in the same demand as formerly, nor are the parish schools so much resorted to for this instruction. This is to a certain extent true. His general remarks on what are vaguely described as "the other subjects," but which seem to embrace the majority of those included in the specific subjects, deserve notice, as they tend to show that there is a great waste of power and money going on under the present system. "The other subjects," he observes, "are calculated to be useful in the way of enlarging the scholars' stock of ideas, and they have an educational value as tending to cultivate the intelligence, when they are taught by a person who has made himself master of them. But when, as is often the case, with Animal Physiology for instance, they are crammed out of a twopenny text-book, mere strings of names which the scholars cannot pronounce, far less spell, they are as worthless as regards mental discipline, and even useful information, as a knowledge of all the peaks of the Andes, or the tributaries of the Amazon."

Mr. Wilson, whose report closes the present series, deprecates unduly pressing the specific subjects at the expense of elementary teaching. He observes that in some of the best and largest schools in his district, Perth and Kinross, nothing has been done for specific work, not from indifference to the value of Secondary Instruction, but on account of the paramount importance of attending to Elementary teaching. As to the choice of subjects, he considers that the teacher exercises great influence in what is to be taught; but he is averse to the Department offering larger grants to some over others, or to their increasing the grants as a whole. The question of Secondary Education depends, he considers, largely on measures taken with regard to existing endowments, to which subject he devotes a long paragraph.

The preceding abstract does not do justice to the criticisms of the different writers; and I must refer the reader who desires to form an impartial opinion on the whole question, to these interesting documents.

NOTE B.

EDUCATIONAL ENDOWMENTS IN SCOTLAND.

GENERAL statements, such as those which I have given in my address, convey a very imperfect idea of the importance and character of the Educational Endowments of Scotland. I thought it would interest the members of this Association to have before them a short review of their nature and amount, and the principles involved in the recommendations of the Endowed Schools Commissioners; but I found that even an abstract such as I desired to prepare could not be brought within the space usually allotted to an address at a General Meeting, and I have thought it better to review the whole question in this paper, which appears as a note to our Report. It will be seen that it contains a notice of the different classes of Endowments that came under the consideration of the Commissioners, and of their recommendations with regard to each, with occasional remarks on the best mode of giving effect to the proposed reforms. Such a review might, I thought, be of service to those who have not the leisure to attack a rather stiff and dry document, containing an amount of information extending over several volumes, and it may perhaps be of service to those whose attention is directed to the subject when some of those Endowments come under review.

HOSPITAL ENDOWMENTS.

The term "hospital" was originally applied to an almshouse, but after the foundation of Heriot's Hospital it came to be confined to institutions for the maintenance and education of the young. Those of Scotland are chiefly confined to Edinburgh and its vicinity, and comprise great endowments like Heriot's, with an income of £18,950 (now £22,000), Donald-

son's, £8980, John Watson's, £4555, Gordon's (Aberdeen), £5611, and also smaller foundations scattered through the country, in Ayrshire, Dumfries, and Dundee, the smallest in amount being a petty institution at Greenock for the support of six children, with an income of £184.

Public attention had for many years previous to the appointment of the Commission of Inquiry been directed to what was popularly called the monastic character of these institutions, that is, as succinctly described by one of the witnesses examined by the Commission, and a former pupil of Heriot's, "the want of wholesome influence, acting by sympathy, example, and friendly converse,—the narrowness and monotony of hospital life, presenting, as it does, but few points of contact with real life, and wanting that amount of change in pupils that is necessary to prevent stagnation,—the conscious want of freedom, or sense of confinement and restraint, which is constantly present to the minds of the inmates."

Proposals of reform had been made so far back as 1844. Sir William Johnston, afterwards Lord Provost of Edinburgh, made certain proposals in regard to Heriot's Hospital, including the limitation of the number of beneficiaries, and the boarding them in their own families, or in families selected by the Governors. These proposals, however, were not adopted. The next move came from Heriot's Hospital. Dr. Bedford, the Governor of that institution, drew attention to the defects of the system in a paper read before the Social Science Association in Edinburgh in 1863. Public attention had been now fairly roused to the defects of a system, educationally feeble, and morally injurious. The Education (Scotland) Commissioners, 1864, in their Third Report invited attention to the position of these institutions, and recommended that, "without prejudice to the power of the trustees of Hospitals, it shall be the duty of the General Board to examine the statutes and rules of these foundations, and, subject, when necessary, to the approval of Parliament, to make alterations therein, with a view to the extension of education."

In the same year Mr. S. S. Laurie was invited by the Merchant Company of Edinburgh, who were Governors of four Hospitals, to report on them, and he also, about the same time,

reported on Heriot's and Donaldson's Hospitals. These reports confirmed everything which had been alleged as to the hurtful influences inseparable from hospital life, and it was resolved by the Merchant Company to give their earnest support to the recommendations of Mr. Laurie; they expressed their "cordial concurrence with him in thinking that the Governors should take measures towards breaking up the monastic character of such institutions."

The Report of the Committee of the Governors expressed more pointedly what should be the aim of such reforms,—the endeavouring to assimilate the condition of young people in hospitals to that of children in the outer world, and "maintaining and fostering, as far as possible, the ties, attractions, and virtues of home."

The Act of 1869, which was a consequence of the above Report, gave to the Governors of such institutions the power to originate improvements, and this was followed up by immediate action on the part of the Merchant Company, who obtained Provisional Orders, under which the Governors were enabled, *inter alia*, to convert the hospitals into great day-schools, to board out a portion of the foundationers, maintain the others in boarding-houses, introducing a certain amount of competition among applicants for admission, and affording a good elementary and secondary education for boys and girls at a moderate cost.

Proposals for reform were afterwards made by several other bodies of trustees, including those of Heriot's, but doubts having been raised by the then Lord Advocate as to the sufficiency of the powers conferred under the Statute, these schemes fell through, and as the new Bill by which these difficulties would have been removed was opposed in the House of Commons, the Government readily acceded to the proposal, made by myself, to institute an inquiry into the nature and amount of the Educational Endowments of Scotland generally, on the model of that inquiry which had been so effectively carried out recently in England, and which had led to legislation of a very stringent character.

This brief reference to the past history of this question (for further details we must refer to the Third Report of the

Commission) will show how fully the public mind was prepared for our recommendations. The evidence given before the Commission confirmed all that had been alleged as to the hurtful tendency of these institutions, and our proposals of reform were substantially based on those which had been carried out by the Merchant Company; such as the boarding out of as many foundationers as could be accommodated in suitable families, homes, under the superintendence of the Governors, being provided for the others; a reduction in the number of charitable foundationers with a view to secure a healthy competition, among boys connected with the institution and elsewhere, by requiring contributions for their maintenance in cases where it could be afforded.

The Commission did not lay down any iron rule, that the hospital funds, after providing for a certain number of beneficiaries, should be expended in establishing schools to be thrown open to all at moderate fees, as was the case with those under the management of the Merchant Company. Something must depend on the circumstances of each foundation, and the locality in which it is placed. They vary in character, both as to the kind of distress they were intended to meet, and the class in society they were to benefit. One of those in Aberdeen was originally intended as a workhouse and infirmary; another (in Edinburgh) for merchant burgesses and guild brethren. There are preferences in favour of members of trades and incorporations, of the inhabitants of certain localities, or of boys bearing certain names. Claims of orphanage are by far the most common. Some are more general in their destination. The funds of John Watson were destined "to such pious and charitable uses, within the city of Edinburgh, as the said trustees or trustee shall think proper;" while the endowment of Fettes College was "for the maintenance, education, and outfit of young people whose parents have either died without leaving sufficient funds for that purpose, or who, from innocent misfortune during their own lives, are unable to give suitable education to their children."

The hospital revenues of Edinburgh alone amount to £61,264, excluding several in the immediate neighbourhood. They consist of:—

Heriot's,	£18,546*
Under the management of the Merchant Company,	17,163
John Watson's,	4,555
Donaldson's,	10,147
Fettes,	7,000
Trades' Maiden,	1,826
Orphan Hospital,	2,026

The two last named, and one of those under the management of the Merchant Company, were originally established by private subscriptions, and rights of presentation descended to the heirs of many of the original founders. All the other hospital foundations of Edinburgh were the special endowments of individual benefactors.

These large foundations, and the increase of their funds, have attracted public attention and alarm, apart from the evils of the hospital system under which they are administered. The tendency of lavish foundations is to create the very evils they are intended to relieve. We had no reason to doubt that the institutions in Edinburgh, and in other parts of Scotland, were administered with a sincere desire to select deserving objects. Many of them are orphanages; and even with regard to those in which the terms of the trust are more general, a very large proportion of the inmates are orphans. This is a kind of charity that may be overdone, but it should not be discouraged; for orphanage, though not in itself a test of destitution, appeals, when combined with narrow circumstances, to the strongest sympathies of our nature. In the opinion of thoughtful citizens of Edinburgh these various charities have been excessive; and they hold that it was not for the benefit of the community that so large a portion of the inhabitants should look to public charities for their children. Accordingly, a large discretion has been assumed by the trustees of some of these charities in their administration, and their benefits been widely extended. John Watson's Hospital draws from all Scotland, and its foundationers are fatherless. Donaldson's, which was to be after the plan of the Orphan and John Watson's Hospital, has been administered chiefly for the benefit of

* Further increased since the Commission reported.

deaf mutes, who, as well as the hearing children, come from all parts of Scotland. Fettes College has been established on the plan of some of the Public Schools of England, with a charitable foundation as its basis, it being the aim, as we were told by the Lord Justice-General Inglis, in his evidence before the Commission, to avoid the hospital system, which they thought had not been productive of good, but rather of evil; and while carrying out the charitable object of the founder, "to do that not only in the way to be most beneficial for those who might participate in the endowment, but also in such a way as to run the smallest risk of doing public mischief, which they thought had resulted from the manner in which many other endowments of the same kind had been worked out."

These were the principles which guided the Commissioners in their recommendations. There could be no doubt that a considerable change in their administration was required, in the interest of the beneficiaries themselves. The proposals were of necessity general in their character, and will be found appended to this paper. In only one case did we recommend a special application of the funds of an endowment. In the case of Heriot's, looking to the extent and variety of the endowments connected with Edinburgh, and even with regard to those which are open to all Scotland, the citizens of Edinburgh stand at a great advantage. Looking also to the ample supply of education in this city of the usual sort, we thought it our duty to recommend that the Secondary school of this great institution should be specially adapted to the wants of the industrious and commercial classes, and be organised after the model of the higher technical schools of Germany, with a view to supply a want which, in this country, is much felt. It may not be the case that in every case surplus funds will be found available for education, either elementary or secondary, for the benefit of others than foundationers. That it will be so in the majority of cases I have no doubt. The income has frequently swelled far beyond what had entered into the imagination of the founders. This is notably the case with regard to Hutcheson's Hospital in Glasgow, and Heriot's. The former was originally a small bequest for a few old burgesses, and for the education of a limited number of children, and at

the date of the Report of the Commission, by the circumstance of a fortunate investment in the neighbourhood of a wealthy city, had risen to the value of £14,000 yearly. Heriot's funds were laid out in the purchase of lands now partly covered by the New Town of Edinburgh. The public have a right to some voice in the beneficial application of such funds, after satisfying the reasonable requirements of the charity, and taking security for their application in the interest of the beneficiaries themselves. Similar considerations apply to funds destined to meet wants that were neglected by our ancestors, but are now provided for by effective legislation, such as provision for the poor and the primary educational wants of the people. We asked for no confiscation of such funds, but claimed that in the reform of institutions, that were admittedly working badly, some consideration was due to national demands to meet some of the most pressing wants of the day; and, in so doing, we did no more than was being carried out in England, under the very stringent legislation to which I have referred in my address, and under which funds to the annual amount of more than £200,000, as appears from a recent Report of the Charity Commissioners, have been applied to education, chiefly secondary, being considerably in excess of the total amount of the educational endowments of Scotland.

A plea has been raised on behalf of the trustees of these institutions, on the ground of their financial prosperity. Those who have managed their affairs so well should not, it is said, be lightly interfered with. The plea would be a valid one if the questions raised merely affected financial management; but even on this narrow ground the plea is attended with some risk to those who advance it, for the trustees must become equally responsible for accidents by which estates have deteriorated, or have failed to realise their full value. The estates of the Heriot's Hospital trust extended originally over a large portion of the ground now covered by the New Town, and if they had remained in the hands of the trustees, the income of the trust would now have been enormous. But the Heriot trustees consisted almost entirely of the Town-Council, and in furtherance of a great public object, that of extending the royalty of the city, they allowed a portion of this property to pass from their hands. The history of this transaction

is duly set forth in the published History of the Hospital. The proposal appears to have met with considerable opposition on the part of some of the trustees, as injurious to the financial interests of the trust, and exception was taken to the Provost, Magistrates, and Town Council acting in their double capacity. The opposition led to a law-suit, in which the legality of the transaction was upheld, and a long passage is quoted in the History from Sir Walter Scott's *Provincial Antiquities of Scotland*, in defence of the action of the trustees in this matter. The question is admittedly one of some delicacy, and the whole story illustrates the danger of pressing too far claims on behalf of trustees, in the case of increase of value, when the tables can be turned upon them where the contrary is the case.

ENDOWMENTS FOR ELEMENTARY EDUCATION.

Many of the remarks on the Hospital foundations apply also to other endowments, especially those that are intended for elementary education. The great majority of this class are charitable; and even in cases where they are intended for the improvement of a very deserving, and formerly very ill-paid, body of public servants, the parochial schoolmasters, the bequests are frequently accompanied by the condition that free education is to be given to a certain number of pupils. Many of these generous acts are also mixed with conditions, whimsical or injurious to their operation, or which are unsuitable to the present condition of the country. In England the Court of Chancery has long exercised a power of modifying the condition of trusts under such circumstances. The action of the Court of Session has been more limited; and it was one of the recommendations of the late Commission that extended power should be conferred on the Court of Session to modify the uses of endowments from time to time, and relieve trustees from a too strict adherence to the rules of the founder, wherever the inexpediency of such adherence can be well established. This proposal, which was made with a view to the permanent administration of the law relating to educational charities, has not, I think, met with sufficient attention. In the absence of any such power on the part of the Court of Session, trustees

and governing bodies in Scotland have introduced changes on their own more freely than has been usual in England.

One of the most important questions connected with elementary endowment that came under our review was the working of the system of free education. On this, as on the Hospital system, public opinion had been strongly expressed before we entered on our labours. The Education Commission of 1864 had discussed the question at some length, on moral as well as economical grounds, and they emphatically condemned the practice as lowering the tone of the school where it prevails, and leading, as a general rule, to irregularity of attendance. They recommended, accordingly, that powers should be conferred on the Board which they proposed to establish to exact fees in all endowed and charity schools in the country. It may be observed further, that in the case of some of the most important applications that were made for Provisional Orders under the Act of 1869, power was asked to take fees on the express ground of the growing feeling throughout Scotland against gratuitous education, except in cases of unavoidable misfortune, as diminishing the independence of the recipients. The evidence taken before the Commission of 1872, and the inquiries conducted under these instructions, strongly corroborated these views.

A great change of opinion has, no doubt, taken place on this question. When many of these bequests were first made, free education was a great boon. A very large number of the bequests for the payment of fees in the country districts are for this particular purpose. With the change of circumstances in the condition of the working classes, an altered state of public opinion has arisen, and the numbers who are under an inability to pay are very much reduced.

The case of the charity schools, most of which were established in the large towns, demanded our first attention. Those in the city of Glasgow alone have an estimated revenue of £13,784, 15s., independently of the Hutcheson's Hospital Schools; and there are, in addition, some important endowments that had not come into operation at the date of our inquiry. Here again we had the advantage of former inquiries. The Report of the Assistant Commissioners under the Commission of 1866 raised considerable doubts whether those who

Aberdeen and everywhere else, that we could hardly regret the paucity and smallness of the bursaries."

Well might the Commissioners of 1864 exclaim, in approval of the language of their Assistants, "No reform will be much worth which falls short of throwing school bursaries open to competition." The Commissioners of 1872 indorsed this sentiment, and expressed themselves as follows:—"Under the present administration, education is not improved—is not, indeed, affected at all; the deserving are not advanced, and the really needy (in whose name such abuses are so frequently and so mistakenly supported) are too often postponed to the importunate. These evils would disappear before a system of open competition. A healthy tone of feeling would be introduced; a bursary would be regarded as an honour to be proud of, not as a dole to be ashamed of and kept secret."

To meet the claims of poverty, which is so often one of the conditions of these foundations, it was proposed to give a large proportion of these bursaries to be competed for by the children in the public schools, the examination to be on subjects taught in these schools, permission being given to children not at these schools to enter on the competition, on their parents satisfying the School Board or other authorities that they could not afford the expenses of education.

I quote this recommendation with the more satisfaction because it represents the principle on which the same objects are now sought in the revision of the educational endowments of England. It is well known that many of the schemes of the first Endowed Schools Commission, which came under discussion in Parliament, contained proposals to exchange the close system of patronage for open competition, for the benefit of young persons in elementary schools. It appears from the recent report of the Charity Commission for England and Wales, that this principle is now kept constantly in view in the preparation of their schemes. I offer no apology for giving in full the passage from their last Report containing their views:—

"It has been our constant endeavour, in exercising the powers of this section, to secure to the classes for whom such endowments were originally intended, some educational

is, that the state of things which was disclosed to the Commission was deplorable. Here again we had the advantage of previous inquiries. The abuses had been exposed by the Assistant Commissioners to the Commission of 1864, and their remarks are given fully in our Report. I cannot refrain from quoting one passage:—

“No good can ever be done till the present close system is abolished. Its evil effects were constantly brought under our notice. They mainly showed themselves in two ways: the bursaries were sought after on account simply of their pecuniary value; and the bursars were very often among the most incompetent boys in the schools. In Montrose, where eight boys received each £18 and a free education in Latin, the latter, we were told, was regarded rather as a penalty than a privilege attached to the endowment. In Banff and Dundee the same tendency manifested itself to disparage the educational part of the bursary, and to value only its pecuniary advantages. In Aberdeen we directed particular attention to the bursars. Twenty-six bursaries are there given with competition. The patrons are in some cases private individuals, in others the Town Council and other public bodies. The rector and masters were very strongly of opinion that the bursaries should be thrown open to competition. One master, who had been twenty-two years connected with the school, said that, during all that time, only twice or thrice had the best, or even a very good, scholar in his class been a bursar. The advocates of things remaining as they were urged that the bursaries were bequeathed for the benefit exclusively of poor children, and that the intention of the donors would be frustrated if they were thrown open to competition. In the special report on Aberdeen, there is a list given of the places held by twenty-four bursars whom we found in the school at the time of our visit. Of seven bursars presented by the Town Council, two were actually ‘the boobies’ of their respective classes, and only five out of fourteen presented by them and private patrons were in the upper half of their classes. No reform will be worth much that falls short of throwing school bursaries open to competition. So strongly did the evils of the close system of election press themselves upon us in

Aberdeen and everywhere else, that we could hardly regret the paucity and smallness of the bursaries."

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"It has been our constant endeavour, in exercising the powers of this section, to secure to the classes for whom such endowments were originally intended, some educational

benefits which would not otherwise be accessible to them, but which it is hoped will contribute in no small degree to their independence and advancement in life. Considerable sums have also been appropriated to education from the revenues of mixed endowments, by agreement with trustees under section 24 of the same Act.

"In dealing with educational endowments in general, we have felt strongly the importance of employing them so as to assist deserving scholars in passing from schools of an inferior grade, and more especially from public elementary schools, to places of advanced instruction, and in some cases to the Universities. The method by which this object is provided may be briefly stated. Provisions are, as a rule, introduced into the schemes for the establishment of scholarships tenable in the schools, and of exhibitions tenable, according to the grade of the school, at a University or other place of higher education, or professional, scientific, or technical training. It is usual to direct that scholarships entitling to exemption from payment of tuition fees may be awarded to the extent of 10 or 20 per cent. of the numbers of scholars in attendance; and, in ordinary cases not less than half of such scholarships are reserved in the first instance for deserving scholars from public elementary schools.

"When the endowment is considerable, there is generally a direction in the scheme—that separate sums of not less than a specified amount shall be applied for the purpose of maintaining scholarships and exhibitions; and, in many cases, the scholarships are required to be of such a value as to provide, not only for the cost of tuition, but also for some part of the other expenses incident to attendance at school.

"In schemes for elementary schools, to which adequate endowments are attached, it is usual to provide that some part of the endowment shall be applied in the form of exhibitions tenable at schools of higher grade, or in such other way as may secure for deserving scholars educational advantages which would not otherwise be within their reach."

Let me add some examples of the working of the system in Scotland:—

The bursaries and educational charities of the town of

the Commission did not think it necessary to do more than place on record their amount and present application.

The trustees of several of these endowments expressed to the Commissioners a desire to modify the management of the trusts, under the altered circumstances of the country, subsequent to the passing of the Education Act; and some of the objects aimed at cannot be carried out without Parliamentary authority. It is probable that applications will be made to the Secretary of State, under the new Act, with that view, and as the principles are in some cases of importance, and called for remarks on the part of the Commission, I may here refer to them.

Taking them in the order in which they appear in the Report, the Dick Bequest has long enjoyed the reputation of being one admirably contrived and well carried out, and it has shown itself capable of being easily adapted to the altered circumstances of the times. The testator stated his purposes very distinctly, and gave a large discretion to the trustees (the Writers to the Signet) to carry them out. The income of the fund was to be applied in adding to the then very trifling salaries of the parish schoolmasters of his native county, Moray, and in the neighbouring counties of Banff and Aberdeen; and he expressly laid down the rule that this should be done so as not in any manner to relieve the heritors or other persons from their legal obligations, and in such manner as should seem most likely to encourage active schoolmasters, and gradually to elevate the literary character of the parochial schoolmasters and schools. These purposes have been carried out with the greatest success under a system of inspection, established long before the subject was taken up by the Government, and without being encumbered by minute rules for payments for results. The higher teaching, thus provided for, has not been at the expense of the elementary. Mr. Kerr, the Government Inspector, who gave evidence before the Commission, said that this was the case before Government grants came in aid, and the parish schools in these counties might now, even in the lower branches, compete with any other schools in the country. He adds, "I do not think any fund has done so much good. I know no fund that has produced a shilling's worth for a shilling so fully as the Dick Bequest."

to guide trustees in their proposed reforms under purely permissive legislation? The answer to this question is important, for although the total amount of bursary endowments is limited, the questions here raised crop out, more or less, wherever charitable foundations come under revision. They are liable to the same abuses under a close system of selection, and demand the same treatment. "No reform will be worth much" which does not introduce some healthy competition, and assist the advancement in life of deserving scholars.

Recommendations to this effect are accordingly made with regard to all the educational endowments reported upon. How far they are likely to be acted upon will come under consideration when I come to deal with the constitution of the governing bodies and trustees. I must, in the first place, say a word or two on some important endowments which are dealt with in two chapters of the Report of the Commissioners, under the heading of General and Mixed Endowments.

GENERAL ENDOWMENTS.

The former are not appropriated to any particular institution, but are generally restricted to certain counties and parishes. They consist of—

The Dick Bequest, with an annual revenue of	£4,300
The Milne Bequest,	1,900
The Philp Bequest,	2,380
The Ferguson Bequest,	16,080
The Society for Propagating Christian Knowledge,	6,500
Maclean Bequest,	700

And the residue of the fund of Dr. Bell, the well-known founder of the Madras College, and of many other schools in Scotland. This last named fund has, since the appearance of the Report of the Commission, been applied to the foundation of Chairs of the Theory, History, and Art of Education at Edinburgh and St. Andrews.

The funds under the management of the Education Committees of the Church of Scotland and of the Free Church are included under this head in the Report; but as the revenue at their disposal consists almost wholly of annual subscriptions,

rendered the literal fulfilment of the wish of the testator impossible. The number of children to be benefited in the different districts was limited in numbers, as well as by the terms of the provision above quoted. This is now greatly exceeded, and about one-fifth of the children of school age in the district now attend the schools, and thus the benefits of the charity are extended to many who were expressly excluded by the testator's will, and to a still greater number for whom the Education Act of 1872 makes special provision.

Again, Mr. Philp wisely provided that the children should be sent to the parish schools within the district, and, in case the parish schoolmaster should be disqualified, or from other reasons he could not take the charge, the managers were authorised to appoint a teacher of their own, and were directed to admit other children, on payment of fees, in case they should be able to teach a greater number of scholars than those who were to benefit by the charity.

These enlightened provisions, which accord with the general recommendations of the Report of our Commission, remain almost a dead letter. Some difficulty was experienced at starting in carrying them out, owing to the scanty provision for elementary education then existing, and the trustees, in every instance but one, proceeded to build schools, while in only one case are fee-paying children admitted. The free education, therefore, which is afforded, is in its most objectionable form.

Lastly, the testator had in view the possibility that the fund might prove insufficient for the objects of the trust, or yield a surplus. No instructions were necessary for the former case,—“the number of children must be diminished.” The surplus, if any, was to be applied in paying to the children on leaving the school such sums as the fund might afford. The result was that the children got more than £20, a sum which the clerk of the trust justly observed in his evidence was much more than the testator had ever intended. Accordingly, when application was made to Parliament for an Act to incorporate the trust, and other provisions, the amount to be spent in this way was limited, and the trustees were empowered to erect additional schools, and extend the benefit of the trust to children of the same class from any of the neighbouring towns and places.

This latter provision also remains a dead letter. The trustees were instructed so to act "if the number of the children within the town and parish of Kirkealdy or districts respectively of the description entitled to the benefit of the said trust be not sufficient to exhaust the surplus fund," and the trustees have assumed that this empowered them to exhaust the surplus by giving free education within these districts beyond the numbers specified in the testator's will.

I could hardly select a case which more imperatively calls for revision. The times are changed, and the fund has increased. In what spirit should the surplus be expended? Certainly not in relieving the ratepayer, and in conferring a free education under a bad principle within a limited area. The scope of the trust must be enlarged. In the view of the Commission, this might be best effected by administering a considerable portion of the fund in the same spirit which distinguishes the Dick Bequest. Whether the trustees will act in this spirit remains to be seen. It was originally a local trust, and the trustees were local men. Persons connected with Kirkcaldy preponderate in the management. This should not be. An enlarged constitution of the trust is as much called for as some changes in the principles of its administration.

The two next in the list of general endowments do not call for any extended remarks. The Ferguson Bequest, yielding an income of about £16,000 a year, is, in the main, a religious foundation to supplement the stipends of ministers of the leading Presbyterian denominations, to erect and support schools, and to form and maintain libraries. The largest discretion is left with the trustees in settling the proportions to be applied to the several objects. It was contended before the Commission that they would be acting within their powers if they gave only £5 to education. It may admit of question whether any systematic attempt to set aside the intention of the founders in this respect would not justify and call for interference. Practically, the fund has been administered in an impartial spirit, and education has secured a fair share. But the schools which formerly received aid were, at the time of the inquiry of the Commission, being rapidly transferred to School Boards, and the trustees came to a decision not to continue their aid to elemen-

tary schools, unless in very exceptional cases. It was under consideration whether some portion of the fund should not be applied to aid teaching in higher class schools, provided this be under denominational management, and extend the benefits of the trust, which has been hitherto limited to certain Western Counties, to all Scotland.

It were very much to be regretted if denominational management received a special stimulus from this great foundation. The Commission, in referring to this proposal, observe, "So far as the arrangement proposed had any reality, it would tend to create embarrassment; so far as it might be fictitious, it would be unworthy of adoption." If resorted to, in any degree, it would introduce a dangerous element in the management of secondary schools, and it is to be hoped that if the trustees find themselves hampered by the letter of the deed, public authority may be invoked to relax it in this respect. So also with regard to libraries. The action of the trustees has been hampered by this unwise condition. Denominational libraries would be a mischievous anomaly; they do not exist at present, and to create them should be discouraged. On both these last points the Commission, in their Report, made recommendations to that effect.

I must pass over with a brief notice another religious foundation, that of the Society for Propagating Christian Knowledge. The large funds at its disposal, consisting of land or other investments, valued at £192,579, were, at the time of the inquiry of the Commission, almost wholly devoted to Education, and, with few exceptions, in the Highlands of Scotland. The Directors felt that their position was altered by the Education Act, and they had in view a new application of a part of their funds for the encouragement of religious teaching in schools and for other educational objects which do not call for remark, being within the large discretion under which the funds of the Society are administered by the letters of incorporation, which date back as far as Queen Anne. The objects to be kept in view are there stated to be "the further promoting of Christian knowledge, and the increase of piety and virtue within Scotland, especially in the Highlands, Islands, and remote corners thereof, where error, idolatry, and super-

stition and ignorance do mostly abound, by reason of the largeness of parishes and scarcity of schools; and for propagating the same in Popish and infidel parts of the world; and with this addition, that they are to use such means for instructing the people in the principles of the Christian Reformed Protestant religion as may be competent."

At the time of the Secession in 1843, many of the Society's missionaries joined the Free Church, and the people of the same districts having also joined that Church, missionaries in many cases ceased to be sent.

The question was raised in the Court of Session, whether the funds of the Society could be applied to purposes in connection with the Free Church, and it was decided that the Society was attached to the Church of Scotland, and was not at liberty to employ any teachers or missionaries except those who were members or adherents of the Church of Scotland.

The decision was the result of a reference on the part of the Directors, a majority of whom had joined the Secession, and took the form of a declaration as to the constitution of the Society.

It is much to be regretted that such a restriction should prevail, which is not merely inconsistent with the general principles of the constitution, as laid down in the passage above quoted, but is unsuited to the times and to the religious condition of the country within which the operations of the Society principally lie. It seems scarcely necessary to add anything in support of the recommendation of the Commission in favour of a removal of such a restriction, and for which the recent Act affords a favourable opportunity. I am glad to learn that the Directors are applying a portion of their revenue, set free by the absorption of their schools, to the institution of bursaries to give secondary instruction to boys and girls in the Highlands and Islands.

MIXED BEQUESTS—PARTLY CHARITABLE.

I now turn to another class of Endowments which opens considerations of a different character. The Commissioners were instructed to inquire and report "on all endowment funds which were wholly or in part devoted, or have been

applied, or which can be rightly made applicable to educational purposes." They made a very sparing use of the discretion thus vested in them; but their attention was not unfrequently drawn to charitable bequests, not originally destined to education, and which are comparatively useless, or positively wasted, or harmful; as, for example, a bequest, in its origin only £500 in amount, and left in the year 1691 for the poor of a limited district in Dumbarton, now yielding, owing to the increase of the value of the land in which it was invested, £400 a year, and threatening to convert the population of this limited area into a pauper warren, as has proved so often the case with similar benefactions in England. Another bequest, by a lady of the name of Jamieson, in favour of widows with young children bearing her own name, and resident within the county of Fife, has run to waste, owing to the difficulty of finding widows qualified to benefit by the mortification; and there was, at the time of our inquiry, one person only receiving the donation, which is limited (£5 for each recipient), and for many years there was not even one. It seems probable that many similar cases exist in Scotland, and although no such gross abuses have come before the public as those which have long attracted public attention in England, it is to be regretted that we have no such authentic record of their amount and character as that which exists in the Reports of the Commissioners on English Charities.

It will be in the power of the trustees of such Endowments to take advantage of the opportunity offered to them by the recent Act, and it is to be hoped that many will do so. Prominent among them are the Guildry funds of Aberdeen, and a large group of charitable foundations, as well for education as for other purposes in that city, and managed by the Town Council. Some of them are of considerable antiquity. The estimated capitalised value approaches £70,000. Strong opinions were expressed in evidence before us as to the injurious tendency of these mortifications, as now administered, and proposals were made that a larger proportion should be devoted to Education than heretofore; but on this question great difference of opinion exists among the members of the Town Council, and the question stands over for consideration under the present Act.

In these mixed bequests the proportion in which the funds

should be applied to the different objects of the trust are usually defined; but there are cases in which a discretion has been left with the trustees, and the exercise of this power has not always been in favour of education. In cases, too, where the funds have increased considerably in value, and in excess of what was in the view of the founder, the amounts paid in alms and pensions tend to create the very evils they were intended to cure. It was accordingly recommended that these proportions should be more strictly defined, and that power should be vested in some authority, keeping in view the intentions of the founder, to alter the proportion where a change of circumstances in the condition of the country called for it.

Hutcheson's Hospital in Glasgow, to which I have already referred, is the largest and most important of these mixed foundations. The almshouses were originally intended for only eleven men, and the school for twelve boys. The increase of funds, owing to the great rise in the value of land, has altered the whole character of the foundation. So far back as 1737, the trustees came to the decision of extending the benefits of the charity to women, and the pensions to the latter had increased to 618 in 1869, when application was made for a Provisional Order. It became expedient also to administer the funds in a new spirit, owing to the altered condition of the city under the Municipal Reform Act; and as the powers of the trustees to carry out these views by bye-laws was disputed, application was made, in the first place, under the Endowed Institutions Act, and as the proposed scheme fell through, owing to the expiry of the Act, the patrons introduced a Bill in 1872, which became law.

Under it the funds are divided under what is assumed to have been the relative proportions of the several foundations, the largest share being reserved for the payment of pensions; and a large discretion is conferred on the trustees in applying the remainder to the purposes of education.

The considerations which are opened by this arrangement are of great importance. The Commissioners thought it their duty to point out the danger of administering a fund of this enormous amount in providing pensions to distressed persons without the risk of its degenerating into a system of indis-

criminate doles, injurious to the independence of the recipients and to the community. For these and other reasons they thought that the claims of education deserved better treatment, and the amount to be expended on pensions might be further restricted. Although the inequality of proportions hitherto assigned to pensions and education is prevented from increasing under the new Act,¹ a limit being placed on the proportion to be paid to the former, some reparation, they thought, was due for the previous neglect of the claims of education, especially that of a higher order. The original deed of mortification had provided for the entrance of apt scholars at the Grammar School, but this had remained almost a dead letter. An unlimited discretion was conferred on the trustees, under the new Act, to apply a remedy for the future. They are empowered to continue to enlarge the existing schools in which elementary instruction may be given, either gratuitously, or on the payment of fees, and to institute similar schools for girls or boys in other parts of the city, where industrial training, or higher education, may be also given. They may assist in the support of other educational institutions over whose management they have no control, or they may amalgamate them with their own; they may provide for the maintenance of boys at the High School and at the University, and for the advancement in life of boys leaving school. The Commissioners remarked on these provisions:—
“We consider these desirable objects to be kept in view in any

¹ This proviso is brought into play owing to the rising income of the foundation, which, in the published accounts for the year 1878, amounted to nearly £18,000. Of this, £7665 was expended in pensions, the remainder being available for education. There is no published report of their proceedings under the new Act, but from the report of the proceedings on the inauguration of the new Grammar School and Sub-School in 1873, and from the accounts of the last two years, it appears that the new policy is to enlarge the old schools, so as to have a Secondary Department, with classical and modern sides, and to establish a Girls' School on the same principle for the benefit of the children of decayed burgesses, boys and girls, other classes being admitted on payment of fees. Bursaries and Scholarships are being instituted for competition by the boys and girls attending these schools. Twelve bursaries are, in addition, instituted, tenable at the Universities. It is understood that additional schools will be established in other parts of the city as the growing funds admit of it. The competition for the bursaries, etc., does not appear from the published accounts to be restricted to foundations. These are very laudable objects, and it will be of great interest to watch the manner in which they are carried out. In this view, annual inspection and reports seem indispensable.

improvement of the educational means of this great city, but a wide difference of opinion may exist as to which of them have a special claim on an endowment like this, and the several amounts to be apportioned to each object should not be left to the arbitrary discretion, which may vary from time to time, of a body of trustees consisting of seventy-four persons.

The only other recommendation made by the Commissioner with reference to this endowment was in favour of the claims of the High School of the city. Looking to the disadvantage under which the Burgh Schools of Scotland labour from the want of endowment, and the small amount of funds possessed by the school of Glasgow, they recommended that a liberal sum should be assigned from this endowment for the permanent endowment of the High School.

Some of the preceding remarks are of general import. In the English schemes for the revision of endowments, the objects for which they are to be applied are usually strictly defined, and the trustees have only a ministerial power to carry these out. One of the most effective provisions by which security is taken that the school shall be of a certain grade is to regulate the fees. Many of the old endowments of England have long since become the appanage of the upper classes, and there has always been a tendency in endowed schools to work upwards. The limit to the fees, which I have observed in every scheme that has come before Parliament, determines the character of the education and the class who are to benefit by the endowment. In Scotland, on the other hand, a wide discretion has been claimed in proposals under the Endowed Institutions Act, and in the Act relating to Hutcheson's Hospital. Nothing can be more objectionable than to give discretionary powers to such bodies, always fluctuating, and representing various phases of public opinion. Objects in vogue at one time may be abandoned at another, and the destination of the funds altogether changed. Powers of this kind can only be safely exercised by the Legislature, or by bodies specially trusted with this authority. The dangers to which trusts may be thus exposed are of course enhanced when the trust, from its nature, is always fluctuating, and represents exclusively the

popular feeling of a great community. The want of stability arising from such causes is referred to in the Commissioners' Report, though not with special reference to the case of Hutcheson's Hospital; and it seems equally necessary to guard against conferring discretionary powers, except in rare cases.

When these large powers are exercised some check is called for in the interest of the beneficiaries and of the public. Little is known of the action of the trustees except what may appear in a newspaper report of their meetings, and this only in the case of some of the larger endowments, while the smaller trusts escape notice. Abuses may arise and gather strength, until some one of the trustees, or parties claiming an interest, takes action and brings the matter before the legal tribunals, and this is a responsibility which few like to incur. To guard against these dangers, or even against the apathy and indifference which beset such bodies, some checks are called for to secure that the administration be kept constantly before the public. The Commission recommended that all such trusts should be subject to periodical inspection, and that the accounts should be annually examined and audited, and that there should be a public register of all endowments wholly or partly educational. The inspection of endowed schools formed one of the recommendations of the Education Commission of 1864. It seems equally necessary that publicity shall be secured for their finances, and indeed for those of all permanent charities that rest upon endowment, and some supplementary legislation will be called for on this as on other points, when the powers of the present Act have expired.

There are other mixed bequests, of a considerable amount, which are referred to in the Report of the Commission, but the length to which the preceding remarks have been carried compels me to refer to them very briefly. The Hutton Bequest in Dumfriesshire, originally £900 in amount, and now yielding £700 a year, was destined chiefly to purposes of Education, and partly in relief of the poor of Caerlaverock, the surplus to be laid out in the purchase of Bibles and other religious books for the poor, and for the maintenance of the kirk and manse. The Secretary to the Commission was asked to visit and report on

the application of the funds, etc., and his report is of great interest. The testator aimed at something more than elementary teaching. This has been very imperfectly fulfilled. A certain discretion was vested in the trustees (the ministers and elders of the parish) to apply "as much as they shall from time to time in their conscience think necessary" to the relief of the poor; with what result is best described in the Secretary's report. It must be stated in the first place, that, under this discretionary authority, the apportionment in 1872-3 was as follows:—for education, £266; for poor, £289; and for manse and church £37; the remainder, amounting to £200, being expended on improvements, public burdens, and expense of management.

Mr. Laurie's remarks are as follows:—"The educational application of the fund has been an unmixed benefit, while the eleemosynary application has been an evil. The remarkable fact remains, that in a rural parish of 1151 inhabitants, with no special cause for an increase in the number of its poor above those of other rural parishes, the poor-rates are as high as in other neighbouring parishes," etc.

For the remainder of his remarks, and for his suggestions as to the future application of the fund towards the educational and other objects of the founder, I refer the reader to the Report itself, which will repay perusal.

The endowments of Stirling have long been before the public. They consist of two old foundations for charitable purposes, and some other special mortifications for education, or for education and maintenance. The "Hospital" funds are of large amount, the lands having risen considerably in value, and they now yield, after defraying the expenses of management, a surplus of £3550.¹ Payments have been made from both of these funds to educational purposes to the amount of upwards of £230. The different incorporations, in whose favour these endowments were instituted, no longer represent the trade and mechanical interests of the burgh. Similar questions were raised, as in the case of Hutcheson's Hospital, Glasgow, and the expediency of expending so large a fund on pensions was called in question. Proposals of reform have been for many

¹ *Vide* page 158 of Third Report.

years mooted in the burgh, and attracted the attention of the Assistant-Commissioners to the Commission of 1864, on their visit to the burgh school. After the passing of the Endowed Institutions Act of 1869, the Town Council, who are the governors and managers of the Hospitals, and of the principal mortification, took up the question, and came to a resolution in favour of the better government of these institutions, and the application of their revenues, and a scheme was submitted to them for this purpose, in which the claims of education were favourably considered. This, however, was met by counter schemes on the part of the incorporations, not so favourable to education. The discussion of these different proposals elicited a great difference of opinion in the Town Council, resulting in the remission of all the schemes to the Secretary of State, to do, after inquiry, as he should judge best in the matter. The Commission which was instituted consisted of the Very Rev. Principal Tulloch and Sheriff Blackburn, and after taking much evidence, and hearing counsel, they made some important recommendations for the reduction of the amount payable for pensions, and applying the same on principles corresponding with those now in operation with regard to Hutcheson's Hospital, and the application of the remainder to education, chiefly secondary. Nothing, however, was done, owing to the expiry of the Act of 1869, and the question was brought again before the Commission of 1872. In the meantime the question came again under discussion at the Town Council, and some important amendments of the proposed Provisional Order were adopted, retaining, however, the leading features of the proposals. It may be added, finally, that the Commission of 1872 discuss the whole question at some length, concurring generally in the recommendations of the previous Commission, but discriminating between the different conditions of the different funds.

This brief history of discussions and inquiries, extending over many years, illustrates the difficulties which attend purely permissive legislation. Where there is a general agreement as to the necessity of reform, and even as to the kind of reform required, difference of opinion will arise among trustees, and the question, if it depends on their concurrence, may be hope-

lessly postponed. A Commission armed with powers like those which have been for several years exercised in England can arbitrate authoritatively between the contending parties, and these powers, exercised in a conciliatory spirit, have led to very rich harvests of valuable reforms, carried out after communication with all parties interested. The patrons of the Stirling endowments seem to have felt how dangerous it would be to leave the matter to be fought over among themselves, when they referred the whole question to the Home Secretary. Objections were taken by the incorporated trades to the scheme of the Secretary of State's Commissioners, which delayed any action till the Act expired. I cannot doubt that the patrons will press the matter forward again; but to be effective, action should be taken at an early date. It is to be feared that other bodies, not so favourably placed, may waste time in deliberation, and inquiries and discussions may drag on, as was the case in Stirling, till the time for action has passed.

SECONDARY SCHOOLS.

A chapter in the Report of the Endowed Schools Commission is devoted to the existing endowments for secondary instruction, but the subject has been partly anticipated in my remarks on the conditions under which the bursaries are generally bestowed. It is well known that, apart from bursaries, the endowments of the Burgh and Grammar (now Public) Schools, and other schools for higher instruction, are very scanty. The wants of the country in this respect have indeed led to the formation of this Association. The aim of the Commissioners, therefore, in this portion of their Report, was not so much to point out the reforms that were required in the administration of this class of endowments, as to expose the deplorable deficiencies of the country from the lack of endowment, and the disadvantages under which such schools as carry on secondary instruction labour from this cause. These are matters which I need not set forth at length. It will be sufficient to say that, in our view, Secondary Schools, in the proper sense of the word, can scarcely be said to have a place in the educational economy of Scotland: hence the combination of primary and

secondary education in Parochial and Burgh Schools; hence the combination of secondary and superior education in the Scotch Universities; hence also, as was pointed out by Mr. Fearon in his Report to the Schools Inquiry Commission in England, the shortening of school life in Scotland; and hence also, what is a more serious obstacle to any real improvement in the character of the schools, the mode in which the internal economy of many of the existing schools is regulated. The teachers are dependent on their fees, and consequently are too often constrained to enter, less on a co-operative undertaking for the benefit of the institution, than on a struggle for existence with each other. These are matters which engaged the attention of the Commission of 1864, and are dwelt upon in the special Report on the Burgh and Grammar Schools by their Assistant Commissioners. They are further supported by the evidence given before the Endowed Schools Commission by Dr. Donaldson and Professor Ramsay. These and other questions connected with the higher schools of the country underwent a full discussion at the first annual meeting of this Association, and the subject was again renewed at the meeting of the Social Science Association in Aberdeen last year. It was necessary that the Endowed Schools Commissioners, in their Report, should describe the present deficiencies very fully, to justify and explain the strong leanings which they show to the application of any surplus, which may arise from the better administration of endowments, to satisfy the claims of secondary education. They accordingly point out, in their concluding remarks on this chapter of their Report, that the reforms which they propose, if carried out, will in some localities increase the amount and improve the character of secondary instruction, and they refer, in illustration of this, to the cases of Morrison's Institution, Hutton Hall, Wallace Hall, and Wood's School, Fife. They add that the changes proposed in the governing bodies will, in many cases, put new life into existing institutions, while the opening up of the Hospitals will be a substantial addition to the means of obtaining secondary instruction, while the application of local endowments in rural parishes can hardly fail to improve the higher instruction which has hitherto been given in these districts, and to which we must still look in

such districts. They also, in the same chapter, enter at some length on the stimulus which would be given by a better administration of the bursaries. But more, they thought, would be required. Without undervaluing the aid which we may reasonably look to from benefactions, they held that where the reasonable objects of the founder can be attained without expending the whole of the present revenue, the balance might be applied to the promotion of secondary instruction of the poor; and that a portion should be applied to the encouragement of secondary schools, in which the claims of statutory secondary schools should have a place.

UNIVERSITIES.

To complete this sketch of the nature and condition of Scottish Endowments, I must refer shortly to those of the Universities. They came under the review of the Commission of 1872, those only being excluded which had not been reported upon by the Commissioners under the Universities (Scotland) Act. That Commission, however, could not deal with foundations which had then taken effect for more than fifty years, and as their functions were only of an executive character, many of the old as well as the new foundations were left untouched by them, for reasons which were explained to us. The principles on which the patronage of these foundations was exercised came under our consideration, and indeed were earnestly pressed upon our attention by Professors connected with those institutions, some of them being specially deputed for the purpose. These foundations are chiefly bursaries, only fifty-one of which, and these of small amount, had been regulated by ordinances of the former Commission.

The questions opened for consideration are similar in principle to those to which I have already directed attention while treating on the bursaries of endowed schools. But the evils which arise from the rights of presentation to these privileges are more strongly marked in this case. Indeed, the proofs of their injurious tendency are overwhelming, resting not merely on oral evidence of gentlemen representing the Senatus of each of the Universities, but on statements carefully prepared, in

which the qualifications of presentation bursars had been tested in every possible way, and for periods extending over many years,—by prizes, by graduation, and by their position generally in the classes,—resulting in the conclusion that so long as the present system should continue, £5500 a year, so far as the true interests of education are concerned, would be greatly wasted. The grievance is an old one. The evils of the system were powerfully exposed by the Commissions of 1826 and 1830. It was then, as it is now, pointed out that the tendency of the system was to lower the tone and teaching of the Universities. A large number of persons were attracted to them, whose state of preparation was insufficient; it was difficult for the Professors in many cases to reject bursars as unfit to enter the University, and they were therefore led by degrees to lower the standard of instruction in order to suit it to the attainments of persons of inferior education. To this effect went also the testimony of the Commission of 1858, though the remedies applied by them to this crying evil were limited. They proceeded with great caution in exercising their functions, and while abolishing some useless restrictions, and throwing open a considerable number to competition, they expressed a desire that all bursaries should not be bestowed on the same principle, but that an opening might be left, under private patronage, for students of merit, but poor in circumstances, whose early training placed them under a disadvantage. But even these moderate proposals met with, in many cases, strong opposition on the part of those who claim a vested right in their presentation, and the Commissioners seem to have been, to some extent, discouraged. Indeed, the conditions of these bursaries in regard to the power of presentation formed the chief obstacle to further reform. "We should probably," they say in regard to the foundations of St. Andrews, "had it been in our power, have effected further reforms of the same character; but this we found impossible, owing to the manner in which the patronage of the bursaries at St. Andrews is distributed among a number of different people."

Much good, however, was effected, and as a great increase has occurred in the number of competitive bursaries by private foundations in recent times, the contrast between the presen-

tation and open bursaries has been very marked, and a great stimulus has been given to the cause of Education, especially in the University of Aberdeen.

I think it unnecessary to do more than indicate the general conclusions at which the Commission of 1872 arrived, as to the injurious tendency of the present system of presentation. The statements by which they support their views will doubtless be referred to if any action is taken under the present Act. I entertain only a very slender hope that those who have hitherto been so tenacious of their rights will come forward voluntarily to take advantage of this Act and surrender their privileges. At the same time, it may be observed that the patronage is in many cases in the hands of public bodies, who are more open to the influence of public opinion, and in one case, that of the Town Council of Aberdeen, it is administered in favour of open competition. We know, too, that in England private patrons have surrendered their rights of presentation to similar endowments very readily, under the pressure placed upon them by the Commissioners under the Acts relating to the English Universities, and we may hope that some of the Scotch patrons may do likewise. Public opinion will tell on individuals, and it must tell ultimately on the Legislature. It is impossible that Scotland can lag behind England on a question affecting the higher teaching of the country.

The question is undoubtedly involved in some difficulty. Rights which were, in their origin, fiduciary trusts placed in the hand of families, either relatives of the founder, or known to the founder, in the belief that in this way the purposes of the trust would be best secured, have, in the course of time, acquired a form of privilege, and, in two instances which came under our notice, have been the subject of sale. We could not but regard such transactions as abuses of the original purpose of the trust. Referring to one of those, the University Commissioners of 1858 say, "It may be open to question, how far such a right could be a subject of sale." But apart from the precise legal character of this private patronage, the right of the State to regulate such endowments so as to correct abuses, extend their usefulness, and secure the main object of the founder, seems unquestionable. This may be effected either by the

compulsory purchase of those rights, in which we should have to rely mainly on private benefactors, who may desire to aid the Universities in converting that which is now an unmixed evil into a valuable endowment, or on very stringent legislation, striking at the root of the evil, with a view to place those endowments under the direct control of the governing bodies of the Universities, whose aim has always been to make them subservient to the cause of education. It is possible that we may arrive at the same, or very nearly the same, result, through the action of the Universities themselves, if Parliament were to confer on them power, where they have it not, of imposing conditions of proficiency on all the students presented for entrance, leaving it to them to regulate the standard that should qualify the bursars for the enjoyment of those privileges. Under such regulations the privileges of the patrons of scholarships in the English Universities have almost entirely disappeared, but in this case the privileges were not valued very highly, and they were surrendered under very little pressure. It is difficult to understand the tenacity with which such claims have been clung to in Scotland. The rights are of very little intrinsic worth, even as a matter of privilege, and they would probably give way before a strong expression of public opinion, guided by the action of any body armed with the same powers which were exercised by the English Commissioners.

Some difference of opinion arose among the members of the Commission of 1872, as to the expediency of calling in the more stringent modes of coercion, or the milder but perhaps not less effective mode of dealing with these abuses. The subject is discussed at considerable length in their Report, and to that I refer the reader. The question has lately received a new impulse from the Report of the last Commission on the Universities of Scotland. That Commission was instructed to inquire, among other matters, into the whole course of study, and it was proper that "the mode of appointment to bursaries, scholarships, fellowships, and other similar foundations, and the conditions of their tenure," should be specially referred to them. The same facts came before them as were submitted to their predecessors, the same principles came under review, and the conclusions at which they arrived agree very nearly with

those of the members of the Commission of 1872, who thought that it would be sufficient to lay down the rule that (1) bursaries in the patronage of public bodies should be thrown open to public competition; (2) that bursaries in the gift of private individuals, under £10 in value, should be combined, so as to form bursaries or scholarships of higher value, and that these should be thrown open to competition; (3) that for all other bursaries in private hands, or locally restricted, the Universities should be empowered to prescribe a standard of qualifications, and, in the event of no qualified candidate presenting himself, the bursary should be, for that term, thrown open to competition.

In these conclusions the Universities Commission concurred, with some qualification. It was their declared wish to deal tenderly with presentation bursaries, as the means of affording opportunities, according to the intention of the founders, to deserving students, whose means are too narrow to admit of their prosecuting a University course without them, and they propose "that all bursaries in Arts not open to competition shall be made subject to a condition that the persons presented shall pass the first examination for a degree within a year after entering the University, subject, in the case of failure, to the forfeiture of the bursar's right, and to the bursary for the remaining period being included in the list of competition bursaries for that occasion." The reasons for applying the test at this stage are fully given, and I need not here refer to them.

In the face of these successive exposures of abuses and recommendations of reform, it is difficult to understand the hesitation that has been evinced as to the application of measures of a stringent character. The Duke of Richmond, in introducing the Government Bill of the last Session, passed a high eulogium on the English Acts relating to endowments, especially that which conferred powers on the Charity Commissioners. He added, "It was because this system had been so satisfactory in England, that it was now proposed that some similar arrangement should be extended to Scotland." It might have been expected that the Duke's own experience of the working of the English Acts would have suggested "a similar arrangement" with regard to Scotland, instead of the

somewhat scant measure which passed through Parliament. The hesitation of the Government was not owing to any distrust of the soundness of the principal recommendations of the Commissioners; for a considerable portion of the Duke's speech, in introducing the measure, was given to a review of our recommendations, and of some of the evidence given before the Commission, especially as regards the Hospital system; and he also referred, with approbation, to our recommendation with regard to the managing bodies. If, however, it was thought that the trustees of these endowments, many of whom had evinced a desire for reform, should be dealt with tenderly, it would have been quite possible, in one and the same Act, to have given to the patrons and trustees of endowments an opportunity of introducing reforms, to be followed, in case of their neglect, by compulsory measures. These principles have been acted upon with signal success in regard to the Universities and public schools of England. The Duke of Richmond, when pressed on the subject in the House of Lords, is reported to have expressed a willingness to consider a proposal to alter the Bill so as to make its provisions ultimately compulsory. The result of reconsideration was, however, to leave the Bill as it was originally framed; and as we were given to understand, when it came down to the Commons, that any alteration of the measure in that spirit would be fatal to the Bill, it was allowed to pass the House as one purely permissive, accompanied by vague assurances of future action on the part of the Government, to which I have already referred.

It is important, therefore, to consider the prospect of reform under the late Act, a subject I have already partially touched upon in the preceding remarks. Where gross abuses prevail, it cannot be doubted that trustees will come readily forward to apply a remedy. Even where the evils are not glaring, but where the funds are misapplied, or more or less wasted, owing to defects in the conditions of the trust, or changes in the condition of the country, public motives will, no doubt, operate in a large proportion of instances in pressing for some improved administration. Differences of opinion will always arise as to the direction of the improvement. A Commission armed with no powers of initiation, but acting as counsellors to the

Government, will have a certain influence, and assist the trustees in framing the schemes on large and enlightened plans. The cases we have to guard against are those where local and selfish interests have gathered round the very abuses that are to be got rid of, and where the trusts are not formed in a way to struggle against such influences, or to represent the public sense of the country. This sketch of the question, coming under review, would be incomplete without some reference to the constitution of the governing bodies themselves.

GOVERNING BODIES.

This was a matter which, it is needless to add, engaged the earnest attention of the Commission. Though no instances of gross mismanagement came under their notice, and the complaints that were addressed to them referred chiefly to acts of neglect or partiality, arising from the imperfect constitution of certain trusts, the review of the system led them to recommend improvements in their constitution, as affording the best security for sound administration, and indeed, in many cases, a necessary preliminary to the reforms proposed. The trusts passed in review presented every variety of constitution. The aim of the testator has been, in the majority of cases, to secure the aid of some official body, as the Magistrates and Town Councillors of towns, the representatives of public bodies, as the incorporation of trades, or the ministers and kirk-sessions of parishes. The Sheriff or Sheriff-substitute is frequently named in trusts, and sometimes the moderator of the Presbytery, the Lord-Lieutenant of the County, the Principal of an University, or the Lord President or Lord Justice-Clerk. The Writers to the Signet in Edinburgh have the management of two important trusts, the Dick Bequest and John Watson's Hospital. There is occasionally a representative element, the constituent body being the Parliamentary electors or the inhabitants of the district; and there are of course many cases where the names of personal representatives of the testator and neighbouring proprietors appear in the deed.

These different elements are frequently combined, and when judiciously composed they constitute models which it is desir-

able to follow. Single elements are always dangerous; they are apt, especially in country districts, to fall into a few hands, and suffer from the preponderance of individual members, or from occasional neglect, owing to the pressure of official duties, or from their dependence on local feeling. The danger is increased when there is a preponderance of one ecclesiastical denomination. No objection was taken in the course of the inquiries of the Commission to the religious teaching conveyed in endowed schools; but special complaints were made of partiality of administration as unduly favouring members of the Established Church. Exclusive trusts must be liable to such accusations, and the Report of the Commission made some special recommendations with a view to guard against these dangers, and secure proper representation of the public where the benefits of the trusts are open to all. There are also dangers to be guarded against when the trusts are unwieldy, or when the administrative body is too fluctuating, for illustrations of which I must refer to the original Report.

The risks of abuse or neglect are probably the greatest when trusts fall into a few hands, and when the members are scattered up and down in country districts, through which public opinion permeates slowly. In such cases trustees are slow to move, and the greater part of this class of Trusts will have to be dealt with in some more summary mode after the powers of the present Act shall have expired. Trusts of this class are very numerous; but there are very few of the more important foundations in Scotland so situated, and the obstacles to reform will probably be found in another quarter. These are sufficiently indicated in the recommendations of the Commission, which I quote in full:—

“In considering the constitution of the various trusts which have been brought before us, we are led to the conclusion that they should not be so limited in number as to narrow the view which the trustees may take of their duties, or make it difficult to secure a sufficient attendance; that they should not be so large as to distribute and so weaken the sense of responsibility; that, while recognising the importance, and indeed the necessity, of a certain proportion of local representation, they should contain elements which will be superior to mere local feeling

and interests—and this is especially necessary in the case of secondary schools, which exist for the benefit of a larger section of the population than the parish in which they have been placed; and we consider further, that they should be so constituted, by the addition of representatives of learned bodies, such as the Universities, as to secure a due regard to the educational system of the country, and of the place which the school over which they preside should hold in that system."

It is not in the power of the Commission appointed under the recent Act to regulate these matters, and propose schemes of improved constitution, as is the case in England; but it is to be hoped that these important matters will not be kept out of view, and that no scheme, however fair and plausible, will meet their approval which does not carry with it securities, in the constitution of the trust, for carrying out the proposed reforms. Trustees, when they have agreed on a scheme of improvement, will naturally consider that those who have planned the good work should have the honour and pleasure of advancing it; but if they are, from their constitution, dependent on some narrow and local feeling, they may be not the best fitted for their new duties, and should be told so. The great danger that we have to anticipate in such cases is whether they will move at all, except in such wise as cannot be sanctioned by any body representing the public feeling of the country; but this is the danger of purely permissive legislation.

That the members of Town Councils form a useful element in the constitution of managing bodies may be freely admitted; they have in past times exercised their patronage with fairness and impartiality, and when the trust is of a simple character, and not involving high discretion and management, they are well suited for the charge. They are generally persons of business habits, and attentive to the wants of their constituents. The danger is that they are too much so, and too much inclined to have regard to the wishes of the community, without reference to what is best in the interests of education. Such was the opinion of the Assistant Commissioners in their Report on the Burgh Schools of Scotland, and was accepted by the same Commission in their Third Report; and such also was the

conclusion at which the Endowed Schools Commission arrived. Various suggestions were made to the former Commission, having for their object the introduction into educational trusts of an independent element, with a view to give weight to the constitution; and the general recommendation of the Endowed Schools Commission was to the same effect. I need not waste words to point out the importance of some mixed element, when the benefits of a trust are not limited to a particular locality. But even when these trusts are purely local, Town Councils, in many cases, labour under disadvantages which disqualify them for the discharge of these duties. They are chosen for other objects, and these objects engage their full time and attention. The examples of defective management which came under the attention of the Commission of 1872 were, no doubt, in many cases, attributable to these causes. The condition of many of the educational charities of Glasgow and of Dundee, which were specially reported upon, may be traced to this cause. It will be remembered that when Parliament had to make provision for the management of schools in burghs, in the Education Act, Town Councils were deliberately passed by, though they had been up to that date the recognised authorities in towns for burgh schools. In the schemes for regulating English endowments, which have passed through Parliament the burgh authorities met with respectful treatment, but very little favour; and the principle of introducing an extraneous element is fully recognised. In the few cases where these views have been challenged, and an appeal has been made to Parliament in support of the assumed or prescriptive claims of burgh authorities, these pretensions have met with signal rebuff.¹

¹ I refer particularly to an important educational foundation in Birmingham, and to the case of Emmanuel Hospital, the patronage of which last rested with the Corporation of the City of London. In the former instance the Charity Commissioners proposed, as usual, a constitution of a mixed character, in which the local authorities were fully represented. This was opposed in Parliament, and attempts were made to excite the sympathy of Burgh authorities generally. These exclusive claims were summarily rejected. There was the less excuse for the plea in this case, because the endowment was in part connected with privileges at one of the Universities, and this fact was urged conclusively before the House of Commons against the narrow views of the opponents of the scheme. In the case of Emmanuel Hospital the issues were wider; but it really came to the question whether the City authorities were to continue to manage matters their own way, and defeat a scheme of reform which was large and liberal in principle.

The recent history of Heriot's Hospital may be referred to in illustration of these previous remarks on the danger of leaving such foundations to the exclusive management of Town Councils. In this noble foundation the bequest was to be applied, in the first instance, to the maintenance, relief, bringing up and education, of as many "puir fatherless bairnes, freemen's sones of the towne of Edinburgh," as the means which Heriot left admitted of; but by the codicil to the will, which represented the last thoughts and wishes of the testator, he founded ten bursaries, open to all the world, and not confined to Hospitallers. The catholic spirit of the final bequest demanded as much respect as that which was limited to those connected with his native town, and yet, notwithstanding the enormous increase in the value of the property, these bursaries remain the same in number as they were two hundred years ago, with the exception of moderate increase in amount, which does no more than represent the altered value of money, and when a scheme was submitted to the Home Secretary, under the Endowed Institutions Act, they were retained on the same limited scale, while extended powers were claimed for the application of the funds for the exclusive benefit of the citizens of Edinburgh. So also in 1836, when the trustees promoted a Bill giving extended powers for the application of the growing surplus, the interests of the citizens of Edinburgh were kept alone in view. That measure, it is well known, laid the foundation of some excellent elementary schools for their special benefit, a very laudable object in those days, but a departure from the terms of the trust which would not be tolerated by Parliament at the present time, when ample provision for this object is made by Statute. The application of the income of the trust continues to be applied to this object, and additional schools have been erected, notwithstanding the passing of the Education Act.

The Act of 1836, which in itself was a bold deviation from the terms of the trust, was defended by those who gave evidence before the Commission on the part of the trustees or the citizens of Edinburgh, on the ground that a liberal construction should be placed on founders' intentions, and that it was the duty of the Legislature to have some regard to the altered circumstances of the time. When it was put to them, on the

part of the Commissioners, that on the same principles a trust of this magnitude ought no longer to be limited to the inhabitants of a particular town,—No, it was contended, the intentions of the founder were to be held sacred, and no deviation should be allowed from the letter of the deed; and this in a city which is saturated with endowments, which contains within its walls, or in its immediate neighbourhood, institutions endowed to the amount of upwards of £60,000 a year, the greater part of which are administered in a liberal spirit for the benefit of the whole country.

The preceding remarks illustrate some of the dangers which belong to permissive legislation. They would all give way before the power of an Act framed on the lines of those which apply to England. As it is, we must take account of them, and consider how they are to be met. In all mixed trusts we may hope that exclusive narrow views will be met and resisted. When the better element is overborne, we have to rely on the new Commission, composed, as I have already said, of men whose names deserve public respect and confidence. They will be armed by the assurance of members of the present Government, in both Houses of the Legislature, that compulsory legislation must be resorted to if the Trustees fail to take advantage of the opening now afforded to them, and we may hope that ineffective projects will be summarily rejected. Public declarations of Ministers as to their future intentions do not always go for much; for, even with the best intentions, they are not able to carry out all they wish. There is a struggle for existence among the measures that block the highway of the Legislature, and the survivorship does not always belong to the most fitting, and where earnestness is wanting measures soon drop. I place greater reliance on the public opinion of the country, which will not rest till this question is dealt with at least on the same scale, and in the same spirit, as is now in full course in England. Cases may arise where the Commissioners may recommend schemes, in themselves imperfect, rather than allow the proposed reform to be hung up till it can be dealt with under future legislation. Parliament will, in every case, have the power of rejecting such proposals before they become law. But the remedy

comes late, and is always of uncertain efficacy. Unless the friends of Education are on the watch, the exertions of a small number of Scotch members, who are in earnest in such matters, will be unavailing. The correction must be applied at an earlier stage. Trustees of great charities cannot move in this matter without the public acquiring some knowledge of the direction in which the proposed reform is moving, and opportunity will be afforded for discussion. Public opinion may guide the course of trustees in this matter, and it is with a view to assist this discussion that I have prepared this summary of the question. I now submit it to the attention of all who are interested in educational reform. I have of necessity limited my sketch to the most prominent and important examples, and have passed over a numerous class of endowments clogged by capricious or injudicious provisions, which deserve attention in illustration of the expediency of applying some check, it may be an occasional one, to the weaknesses or follies of testators. Those who desire further information will consult our Report, and indeed the other Reports to which reference has been made; for it has been my object to show that the reforms which we recommended do not rest on the chance opinions of a particular Commission, but on the result of successive inquiries, some of them extending over fifty years, and still pressing for solution.

It may be convenient for reference to subjoin the summary of our recommendations, as they appear at the close of our Third Report :—

I. With regard to Hospitals :—

- (1.) Charity foundationers should in general be boarded out in families; and for those who cannot advantageously be placed in families, provision should be made in Boarding-houses.
- (2.) Hospital Schools should be thrown open to all, at moderate fees, as Day Schools, the instruction being adapted to the circumstances of the locality in which each foundation is placed. Where convenient, Foundationers should attend Public or other Elementary Schools.
- (3.) The number of Charity foundationers should generally be reduced, and in some cases contributions towards their maintenance should be required.

- (4.) A considerable proportion of the places on each foundation should be thrown open to competition among boys who have completed a course of Primary instruction, either in schools connected with the foundation or elsewhere.

II. With regard to Endowments in connection with Elementary Schools:—

- (1.) Pupils paying fees should be admitted to all Endowed Elementary Schools, a sufficient number of places being reserved for necessitous cases. The Endowment should generally be applied so as to give advanced instruction in the school; and promising scholars, who, without assistance, might not be able to prolong their school life, should be enabled by means of the Endowment to continue their attendance.
- (2.) In all parishes in which the rate does not exceed 3d. in the pound, it should be made imperative on School Boards to apply Endowments held in connection with Public Elementary Schools to the purposes indicated in the 46th section of the Education (Scotland) Act, 1872, viz. to increase the efficiency of the school, by raising the standard of education or otherwise.
- (3.) Endowments for the payment of fees in Elementary Schools should be employed to a moderate extent in aiding persons who find great difficulty in defraying the costs of their children's Elementary education; but where any Endowment so employed bears an undue proportion to the population, some part of that Endowment should be applied to promote Higher instruction in the district to which it belongs.
- (4.) Trustees of Educational Endowments, not especially connected with Public Schools, and therefore not falling under section 46 of the Education (Scotland) Act, 1872, should be empowered to depart from the strict letter of the Trust, with a view to promote Higher instruction.

III. With regard to Endowments for Higher instruction:—

- (1.) Inasmuch as provision has been made by law for Elementary, but not for Secondary Schools, we recommend that where the reasonable objects of any foundation can be attained without expending the whole revenue, the

surplus should be applied to promote Higher instruction in the vicinity of the foundation, either by directly aiding Secondary Schools, such as the Higher-class Public Schools scheduled in the Education (Scotland) Act, 1872; or by the establishment of Bursaries to be held at such schools; or by improving the Higher instruction in Public Schools in the country districts.

- (2.) Bursaries tenable at Secondary Schools should be the reward of merit. When a trust-deed specially favours poverty, this condition will in most cases be best observed by limiting the competition to pupils of Public Schools; but others should be admitted to competition on the parents satisfying the Trustees that they require assistance in the education of their children. Small Bursaries should be combined.

IV. MIXED ENDOWMENTS.—With regard to Mixed Endowments,—that is to say, Endowments partly charitable and partly educational,—the proportion to be set apart for charity and education respectively should be clearly defined. Any Executive Body to whom may be intrusted the duty of revising the Educational Endowments of Scotland should be empowered, with the consent of Trustees, to apply purely charitable funds to education, wherever these have been destined or are applied to purposes which, from change of circumstances, are unsuited to the present day, or are insignificant compared with the magnitude of the Endowment.

V. With regard to University Endowments:—

- (1.) Bursaries in the patronage of public bodies should be thrown open to competition.
- (2.) Bursaries in the gift of private individuals under £10 annual value should be combined, so as to form Bursaries or Scholarships of higher value, which should be open to competition.
- (3.) For all other Bursaries in private hands, or locally restricted, the Universities should be empowered to prescribe the standard of qualification; and in the event of no qualified candidate presenting himself, the Bursary should be for that turn thrown open to competition.

Some of our number are of opinion that all presentation and restricted Bursaries should be thrown open.

VI. The Trustees of all Endowments should be relieved from restrictions in favour of particular names. Restrictions in favour of persons having kindred with the family of the founder should be subject to a statutory limitation.

VII. All Endowed Educational Institutions and Schools should be periodically examined and reported on by qualified Inspectors appointed by the Education Department or by the Universities, and the accounts of the Trusts should be annually rendered to the Accountant appointed under the Education (Scotland) Act, 1872, who should transmit an abstract of the same to the Scottish Education Department.

VIII. The accounts of Educational and of Mixed Charities generally should be annually examined and audited, and where the funds amount to more than £50 a year, a balance-sheet should be made public through a local newspaper, or otherwise.

IX. There should be a public Register of all Endowments wholly or partly Educational.

X. With regard to Governing bodies :—Power should be given to modify the constitution of Trusts in cases where the Trustees are too many or too few. In reconstituting Trusts, regard should be had to the representation of local interests ; but in all Trusts where the benefits extend over a considerable district, or where the education is Secondary, the Governing Body should be constituted partly of members independent of local influence, and in general should include *ex officio* members, or assessors appointed by them.

XI. Powers should be given to combine Trusts, and to transfer them to School Boards, with the consent of the Trustees.

XII. Power should be given to relieve Trustees from injunctions in deeds forbidding the access to a school of members of a particular denomination, or requiring that members of only one Church shall be eligible for the office of teacher in schools which are open to all.

XIII. To carry out these and other reforms, we recommend that an Act be passed conferring the necessary powers on a temporary Executive Commission. Extended powers of dealing with Trusts should also be conferred upon the Court of Session.

APPENDIX I.

ASSOCIATION FOR PROMOTING SECONDARY
EDUCATION IN SCOTLAND.

CIRCULAR LETTER TO COUNTY ASSOCIATIONS.

*To the Secretary of the.....
County Association.*

EDINBURGH, *March* 1878.

SIR,—At a meeting of the above Association held last December, it was unanimously resolved:—"That it be remitted to the Executive Committee to consider the desirableness of communicating with the County Associations in Edinburgh and Glasgow on the subject of County High Schools."

In pursuance of that resolution we would now venture to bring before the County Association of which you are Secretary the aims of the "Association for Promoting Secondary Education in Scotland," in the hope that we may enlist the sympathy and co-operation of your members.

Among the objects which the Association have in view are two which seem to us specially to claim the attention of those who, although now resident in large towns, are interested in the educational progress of the County of which they are natives, or with which they are connected by family ties. These are the revival or improvement of Secondary or High Schools in the county towns, and the provision of High School Bursaries for boys coming from rural public schools.

I. There has been great activity during the last few years in promoting elementary instruction in every part of Scotland. But in few cases of marked importance has anything yet been done for the improvement of County High Schools—nay, in many places the old Grammar Schools have, with a view to obtain Parliamentary grants, assumed the name and work of "Public" Schools under the Act of 1872. In many small towns, it is true, an upper department in connection with a

exceptions, in an unsatisfactory state as regards both resources and curricula of study, while at the same time there is a growing tendency to neglect the higher instruction in the Public Primary Schools themselves.

The object of this Association is to extend and improve the Secondary Education of Scotland, so as to secure the benefits of higher instruction to all classes of the community.

This object will be best attained, on the one hand, by promoting higher instruction in Public Schools so far as practicable; and, on the other, by carrying out more effectually than has yet been done the scheme proposed by John Knox for the establishment of Secondary Schools or "Colleges" between the Parish Schools and the Universities.

The principal deficiencies in the existing system are due to three causes :—

1. The inadequacy of the ordinary Public Schools, as at present constituted, to meet the requirements of the country in the department of Secondary Education; the want of a sufficient number of efficient Secondary Schools; and the existing relations between the Schools and the Universities.

2. The want of adequate funds to meet the educational requirements of Secondary or Higher Class Schools; to provide sufficient salaries and retiring allowances for the Teachers; and to maintain the School Buildings.

3. The want of provision whereby the poorer classes of scholars, who have shown ability and promise in Primary Schools, may be assisted to prosecute their studies in Secondary Schools and in the Universities.

This Association aims at remedying these deficiencies by the following means :—

- 1st, By encouraging the appointment of Teachers competent to teach the higher branches of Education in important Public Primary Schools, situated in localities at a distance from a "Higher-class Public School," and by pressing on the Education Department the importance of making such regulations in the "Scotch Code" as will promote the higher instruction in Public Schools.

Elementary, the High School, and the University in a natural sequence.

The Association for promoting Secondary Education has other aims besides those which have been brought before your notice in this letter, especially the promoting of the higher instruction in rural schools wherever this is practicable; but it seems to us that the two objects which form the subject of this communication are most likely to command the support of members of County Associations, and are most dependent on extraneous help.

We have only to add, that should the Association for Promoting Secondary Education be able in any way to assist any County Association in carrying out educational schemes, they will have much pleasure in doing so. Along with this you will receive copies of the first and second Annual Reports of the Association.—We are, Sir, your obedient Servants,

E. COLEBROOKE, *Pres.*

S. S. LAURIE, *Hon. Secy.*

APPENDIX II.

MEMORANDUM OF THE OBJECTS OF THE ASSOCIATION FOR THE PROMOTION OF SECONDARY EDUCATION IN SCOTLAND.

THIS ASSOCIATION is formed with a view to remedy the deficiencies in Secondary Education in Scotland. These deficiencies have been specially pointed out in the Reports of successive Royal Commissions recently published, and in the Report of the Board of Education presented to Parliament last Session.

While provision has been made for Primary Education by the Education (Scotland) Act, 1872, and while the four Universities have largely developed their means of instruction, the Secondary Schools, which form a link intermediate between the Public Primary Schools and the Universities, are, with some

the preparation of schemes, or otherwise as occasion may arise.

The Association would further desire to serve as a medium through which private benefactors, who may wish to render service to the cause of higher education, may convey donations or bequests.

While these are the chief objects which the Association is desirous to promote, many matters of collateral interest would necessarily come up for consideration from time to time. Among these may be mentioned—(1.) The question of obtaining aid from public money, *i.e.* money raised by taxes or rates for Secondary and University Education. (2.) The question of obtaining increased Parliamentary grants for higher subjects in Public schools. (3.) The question of the proper position of science teaching in Public Schools. (4.) The questions embraced by the subject of Technical Education, and the like. As these are points upon which differences of opinion exist, the Association will treat them as “open questions” until public opinion becomes matured in regard to them.

RULES OF THE ASSOCIATION FOR THE PROMOTION OF SECONDARY EDUCATION IN SCOTLAND.

OBJECT AND ORGANISATION.

1. The object of the Association is the Promotion of Secondary or Higher Education in Scotland.
2. The Association shall consist of Ordinary Members, Corporate Members, and Associates.

TERMS OF MEMBERSHIP.

3. Any person who pays an Annual Subscription of One Guinea, or a Life Subscription of Five Guineas, to the Funds of the Association, shall be an Ordinary Member, and have the right of attending and voting at all Meetings.

4. Any Public Body paying to the Funds of the Association an Annual Subscription of Two Guineas, shall be a Corporate Member, and shall be entitled to nominate two representatives to attend the Meetings and vote.

5. Any person who pays Five Shillings per Annum to the Funds of the Association shall be an Associate, but shall not have a vote at the Ordinary Meetings.

6. The Annual Subscription is payable in advance on the first day of January in each year.

ADMINISTRATION AND GENERAL MANAGEMENT.

7. A President and Vice-Presidents shall be elected annually, and shall hold office until the appointments for the following year are made.

8. The administration and general management of the affairs of the Association shall be vested in an Executive Committee, acting in the name and on behalf of the Association. The said Committee (nominated in the first instance by the Provisional Committee) shall remain in office until the first Annual Meeting of the Association, the Members forming it being eligible for re-election. The Executive Committee shall regulate their quorum and mode of procedure.

9. A Treasurer and Honorary Secretary, who may be Members of the Executive Committee, shall be respectively appointed by the Executive Committee.

10. The Treasurer shall have charge of all moneys paid by Members or others on account of the Association, or for any of its purposes, and shall make such payments as are sanctioned by the Executive Committee. The accounts of the Association shall be made up at the end of December in each year, and after being duly audited, shall be appended to the Annual Report to be issued by the Executive Committee.

11. The Honorary Secretary shall have the custody of all the books, papers, and other documents of the Association, and the conduct, conformably with instructions from the Committee, of the business of the Association.

ANNUAL AND OTHER MEETINGS.

12. An annual Meeting shall be held in such place, and at such time, as may be appointed by the Executive Committee.

13. The Executive Committee shall have power to call a General Meeting of the Association at any time. The Meetings to be convened by circular.

14. All questions taken into consideration by a General Meeting of the Association, or by the Executive Committee, shall be decided (unless otherwise provided by the Rules for the time being of the Association) by a majority in number of the Members present and voting thereon, and the Chairman shall have a casting vote.

EDW. COLEBROOKE, *President*.

S. S. LAURIE, *Hon. Secretary*.

EDINBURGH, March 18, 1878.

Address on business of the Association—

PROFESSOR S. S. LAURIE,

NAIRNE LODGE,

DUDDINGSTON,

EDINBURGH.

LIST OF MEMBERS.

Names of Executive Committee are printed in Italics.

- | | |
|--|--|
| His Grace the Duke of Argyll,
K.T. | <i>Sir John Don Wauchope, Bart.</i> |
| *The Marquess of Huntly. | Sir John Forbes Clark, Bart. |
| *The Marquess of Lorne, K.T. | Sir Windham C. J. C. Anstruther,
Bart., M.P. |
| <i>The Earl of Elgin.</i> | <i>Principal Sir Alexander Grant,</i>
<i>Bart., LL.D.</i> |
| *The Earl of Rosebery. | * <i>Sir James Gardiner Baird, Bart.</i> |
| The Earl of Minto. | Sir James H. Ramsay, Bart. |
| *The Earl of Camperdown. | Sir A. Muir Mackenzie, Bart. |
| *The Earl of Stair. | H. H. Almond, Esq., B.A. Oxon.,
Headmaster Loretto School. |
| The Lord Borthwick. | Professor Balfour, M.D., Edin-
burgh. |
| <i>The Lord Balfour of Burleigh.</i> | * <i>H. Campbell Bannerman, Esq.,</i>
<i>M.P.</i> |
| Lord Elcho, M.P. | J. W. Barclay, Esq., M.P. |
| <i>Lord Reay.</i> | William Barrack, Esq., LL.D.,
Principal of Kelvinside Aca-
demy. |
| The Viscount Macduff, M.P. | <i>Rev. Professor Black, M.A., Aber-</i>
<i>deen.</i> |
| <i>The Right Hon. Lord Moncreiff.</i> | Professor Blackie, Edinburgh. |
| <i>The Right Hon. the Lord Justice-</i>
<i>General.</i> | Professor A. Crum Brown, M.D.,
Edinburgh. |
| The Right Hon. Lord Gordon. | T. R. Buchanan, Esq., Edinburgh. |
| The Right Hon. the Lord Advocate,
M.P. | *J. Cleland Burns, Esq., Glasgow. |
| <i>The Right Hon. Sir James Fergus-</i>
<i>son, Bart., K.C.M.G.</i> | The Very Rev. Principal Caird,
D.D., Glasgow. |
| The Right Hon. W. P. Adam, M.P. | <i>Rev. Professor Calderwood, LL.D.,</i>
<i>Edinburgh.</i> |
| <i>The Right Hon. Lyon Playfair,</i>
<i>C.B., M.P.</i> | Charles Cameron, Esq., LL.D.,
M.P. |
| The Right Hon. W. E. Baxter,
M.P. | * <i>J. A. Campbell, Esq. LL.D.,</i>
<i>of Stracathro.</i> |
| The Hon. Lord Curriehill. | Rev. Professor Campbell, LL.D.,
St. Andrews. |
| The Hon. Lord Shand. | Archibald Constable, Esq., Edin-
burgh. |
| The Hon. R. Baillie Hamilton, M.P. | |
| * <i>Sir T. E. Colebrooke, Bart., M.P.</i> | |
| Sir George Douglas, Bart., M.P. | |
| Sir W. J. M. Cunninghame, Bart.,
M.P. | |
| <i>Sir G. Graham Montgomery, Bart.,</i>
<i>M.P.</i> | |
| Sir Robert Anstruther, Bart.,
M.P. | |

* Life Members.

Abstract of the Intromissions of the Treasurer for the Association for Promoting Secondary Education in Scotland for Year ending 31st December 1878.

RECEIPTS.		PAYMENTS.	
I. Balances brought from last year :—		I. Expenditure for year 1878 :—	
1. Cash Balances—		Printing, including Annual Report and Report of Conference held in November 1877,	
Balance in Bank at 29th January 1878,	£102 14 3	Advertising,	£19 15 6
Cash in Secretary's hands at do.,	0 13 1	Stationery,	14 5 1
	£103 7 4	Rents of Halls for Meetings,	0 16 6
2. Arrears of Subscriptions per last Report :—		Expenses of Secretary attending Meetings in London,	1 17 6
For Year 1876,	£25 4 0	Cashier's Allowance,	9 10 0
For Year 1877,	68 10 0	Postages and Incidents,	20 0 0
	93 14 0		5 8 9½
	£197 1 4		£71 13 4½
II. Receipts for Year 1878 :—		II. Balances at 31st December 1877 :—	
1. Annual Subscriptions received :—		1. Arrears of Subscriptions—	
Of 2 Ordinary Members at £ 1s.,		For Year 1876,	£24 3 0
2. Interest on Bank Account,		For Year 1877,	32 11 0
			£56 14 0
Note.—At the General Meeting of the Association, on 8th November 1878, it was resolved not to call up Subscriptions for the current year.		2. Cash Balances—	
		In British Linen Company's Bank, £68 19 2	
		In hand, 2 12 6½	71 11 8½
			128 6 8½
			£199 19 1

S. S. LAURIE, Hon. Sec. and Treasurer.

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